

Give foreigners subsidies according to their means, Dahrendorf says

by David Walker
Universities should charge foreign students a uniform fee but offer them subsidies according to their means, Professor Ralf Dahrendorf, director of the London School of Economics, argued this week. These would be financed by local authorities, the Ministry of Overseas Development and other bodies.

He said that universities should never discriminate between their students. They were entitled to ask foreigners to make a "considerable contribution" to their operations but they should also be sensitive to individual hardship.

"I believe that education is a civil right: a right of all to get the same education, but one in keeping with their varied and different talents. I also believe that in the advanced societies we shall have to move increasingly to contributory systems of providing academic services according to people's rights."

Professor Dahrendorf, writing in *The Daily Telegraph*, said he was surprised the case for having overseas students needed restating. They added to the quality of education in Britain by making home students aware of the value of openness for an international environment. They also added to the research effort and often to teaching as well.

But there were problems, apart from those of cost. He said it did not make sense to have courses in some universities for which almost exclusively foreign students were registered. "I think it should be the responsibility of local education authorities to see to it that this does not happen," he said.

Immediately reducing the number of overseas students at, say, the LSE, which now had about 32 per



Professor Dahrendorf

cent of its total numbers of students from abroad, would save nothing. Professor Dahrendorf dismissed the idea of a quota system for overseas students. It violated judgments of the students' quality and was cumbersome to administer.

Germany had such a system but it gave an unfair advantage to overseas students who were admitted to Britain by making home students aware of the value of openness for an international environment. They also added to the research effort and often to teaching as well.

But there were problems, apart from those of cost. He said it did not make sense to have courses in some universities for which almost exclusively foreign students were registered. "I think it should be the responsibility of local education authorities to see to it that this does not happen," he said.

Immediately reducing the number of overseas students at, say, the LSE, which now had about 32 per

Universities were on the credit side of the country's balance sheet, he said. "Along with few other institutions, the Civil Service, for example, or the City, they have maintained their standards in the face of adversity and remained a source of attraction, respect and appreciation all over the world."

Inadequate students was a more important question than fees, the House of Lords was told on Wednesday when it debated the question of overseas students in British higher education.

In the debate, which included speeches by Lord Gladwyn, the Liberal peer, Lord Crowther Hunt, Minister for Higher Education, and Bowden, principal of the University of Manchester Institute of Science and Technology, the main focus was postgraduate students. The financial hardship endured by some undergraduate students, both British and foreign, was also mentioned.

The Government should organize a full-scale interdepartmental study of the effects of raising fees for overseas students in Britain, Lord Gladwyn said.

Such a study should pay particular attention to providing courses in all teaching institutions related to the needs of students from underdeveloped countries.

The Government was behaving extremely foolishly because charging increased fees was likely to be counterproductive. It would drive away students and so reducing the amount of revenue received.

Lord Gladwyn argued for increased financial aid for good students from poor countries and dismissed any scheme that attempted to discriminate between rich students from poor countries and poor students from rich countries.

Warwick to offer £170 'stay at home' scholarships

Warwick University is to pay students £170 if they live at home while studying.

This week it announced a scheme making students with homes in the Coventry, Kenilworth and Warwick areas eligible if they lived there during a course. About £1,000 is available for the scholarships.

The sum will be paid in addition to the local authority grant for maintenance which is £170 less for home-based students than for those who study elsewhere.

A university spokesman commented: "The scholarship means that a local student living at home should be better off financially than if he went away to another university. With the expected rise in student members, and cutback in expenditure on the provision of new student residences, students are likely to experience even greater accommodation problems in future years."

Although this first step by the university is a modest one, it is followed by other universities the overall effect could do something to alleviate the problem.

Sir Alec Merrison, vice-chancellor of Bristol University, who recently spoke against a local MP's suggestion that home-based students

be given preference over applicants, welcomed Warwick initiative.

He said the present grants actively discouraged "home" students and Warwick's step was to make it a little easier for them at home. However he was not sure whether many universities would have spare funds for this.

It is understood that the scholarship scheme will be financed by profits made through various lettings.

Warwick students in the National Union of Students will oppose the scheme in a university committee on which are represented. A spokesman said the scheme was "not a carrot" ever to be dangled at students.

The university considers the scheme an experiment and limit the total money available. Only head teachers in the area, which excludes Birmingham, have been notified.

Although the university has units of accommodation for its students, its growth plans require either a marked rise in campus residences or one of the private sector. It has said that neither is a likely alternative solution must be found.



Mr. MacArthur

£35,000 boost for survey research

The Social Science Research Council has decided to spend £35,000 a year on special support for work in the methods of survey research.

It is to invite proposals from social scientists on ways the support could be given.

The move comes as part of the SSRC's scheme to follow up the closure of its Survey Unit which was set up to provide assistance to academics on research design and analysis and conduct survey work.

The money will probably go to an individual expert to allow him to recruit researchers and mount some projects. Likely candidates are from the Universities of Southampton, Strathclyde, the London School of Economics and possibly the University of Surrey.

Initial reactions to the proposal were mixed. One specialist in survey methods, who commented that £35,000 would not go far in paying for researchers and projects of any scope.

At its recent meeting the SSRC decided to postpone a decision on whether to set up a panel on research methods. Likely candidates are from the Universities of Southampton, Strathclyde, the London School of Economics and possibly the University of Surrey.

Initial reactions to the proposal were mixed. One specialist in survey methods, who commented that £35,000 would not go far in paying for researchers and projects of any scope.

At its recent meeting the SSRC decided to postpone a decision on whether to set up a panel on research methods. Likely candidates are from the Universities of Southampton, Strathclyde, the London School of Economics and possibly the University of Surrey.

Initial reactions to the proposal were mixed. One specialist in survey methods, who commented that £35,000 would not go far in paying for researchers and projects of any scope.

At its recent meeting the SSRC decided to postpone a decision on whether to set up a panel on research methods. Likely candidates are from the Universities of Southampton, Strathclyde, the London School of Economics and possibly the University of Surrey.

Initial reactions to the proposal were mixed. One specialist in survey methods, who commented that £35,000 would not go far in paying for researchers and projects of any scope.

At its recent meeting the SSRC decided to postpone a decision on whether to set up a panel on research methods. Likely candidates are from the Universities of Southampton, Strathclyde, the London School of Economics and possibly the University of Surrey.

Initial reactions to the proposal were mixed. One specialist in survey methods, who commented that £35,000 would not go far in paying for researchers and projects of any scope.

At its recent meeting the SSRC decided to postpone a decision on whether to set up a panel on research methods. Likely candidates are from the Universities of Southampton, Strathclyde, the London School of Economics and possibly the University of Surrey.

Initial reactions to the proposal were mixed. One specialist in survey methods, who commented that £35,000 would not go far in paying for researchers and projects of any scope.

At its recent meeting the SSRC decided to postpone a decision on whether to set up a panel on research methods. Likely candidates are from the Universities of Southampton, Strathclyde, the London School of Economics and possibly the University of Surrey.

'OU cultural not vocational'

Open University courses are regarded as a cultural activity rather than a substitute for vocational training, Sir Sam Edwards, chairman of the Science Research Council, said this week.

In a special lecture on education at Birmingham University, he said, "I think that the Open University is doing really well and is providing much wider access to education."

An Open School and a College should be set up to assist schools and colleges in national training. The Open University could do this for its own subjects.

Sir Sam supported the plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

The plan for teaching companies to join the Open University with a real need for a teaching analogue to the teaching of the Open University.

MP and docker among 5,000 OU graduands

by Frances Gibb
Nearly one third of all Open University students graduating this year left school before the age of 16, the Open University announced this week. Some 5,200 students are graduating this year, bringing the total number of those who have gained Open University degrees to 14,800. Last year 4,950 students graduated.

Of the 5,200 graduates, 622 students who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

Government decrees standstill on jobs

by Brian MacArthur
A virtual standstill in the recruitment of new academic staff while student numbers increase by about 10,000 over the next five years will be the main effect of university colleges and polytechnics of the White Paper on Public Expenditure due to be published in the next two weeks.

Although spending on education will grow by two per cent in real terms from 1978-79 (compared with 2.5 per cent on the last White Paper) it is expected that the new White Paper will show that substantially more than £500m a year has been "cut" from earlier projections of the education budget.

The 1975 White Paper cut some £1,000m from the five year education budget, compared with the programme projected in the December 1973 White Paper. Education's percentage share of projected public expenditure fell by 2.4 per cent against a 4 per cent increase for housing and 2 per cent for social security.

The White Paper will allow a slightly smaller percentage of 18-year-olds to enter higher education than has been projected. Since demand is declining, it will apparently be difficult, however, to argue that the Government has abrogated the Robbins principle.

The percentage of 18-year-olds in higher education has increased their share of the graduate total from 31 per cent last year to 34 per cent. Housewives are still the second largest occupational group, comprising 11 per cent.

Professor Ralph Smith, acting vice-chancellor, said this week: "The growing number of successful graduates of the last well-qualified entrants, indicates the latent ability in our adult population to make it, and benefit from, higher education."

But he was concerned that this interest in education could not be fully exploited, because there were 2,000 applications last year and the Open University had been able to admit only 17,000.

The growing number of successful graduates of the last well-qualified entrants, indicates the latent ability in our adult population to make it, and benefit from, higher education."

But he was concerned that this interest in education could not be fully exploited, because there were 2,000 applications last year and the Open University had been able to admit only 17,000.

The growing number of successful graduates of the last well-qualified entrants, indicates the latent ability in our adult population to make it, and benefit from, higher education."

But he was concerned that this interest in education could not be fully exploited, because there were 2,000 applications last year and the Open University had been able to admit only 17,000.

The growing number of successful graduates of the last well-qualified entrants, indicates the latent ability in our adult population to make it, and benefit from, higher education."

But he was concerned that this interest in education could not be fully exploited, because there were 2,000 applications last year and the Open University had been able to admit only 17,000.

The growing number of successful graduates of the last well-qualified entrants, indicates the latent ability in our adult population to make it, and benefit from, higher education."

But he was concerned that this interest in education could not be fully exploited, because there were 2,000 applications last year and the Open University had been able to admit only 17,000.

The growing number of successful graduates of the last well-qualified entrants, indicates the latent ability in our adult population to make it, and benefit from, higher education."

MP and docker among 5,000 OU graduands

by Frances Gibb
Nearly one third of all Open University students graduating this year left school before the age of 16, the Open University announced this week. Some 5,200 students are graduating this year, bringing the total number of those who have gained Open University degrees to 14,800. Last year 4,950 students graduated.

Of the 5,200 graduates, 622 students who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

MP and docker among 5,000 OU graduands

by Frances Gibb
Nearly one third of all Open University students graduating this year left school before the age of 16, the Open University announced this week. Some 5,200 students are graduating this year, bringing the total number of those who have gained Open University degrees to 14,800. Last year 4,950 students graduated.

Of the 5,200 graduates, 622 students who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

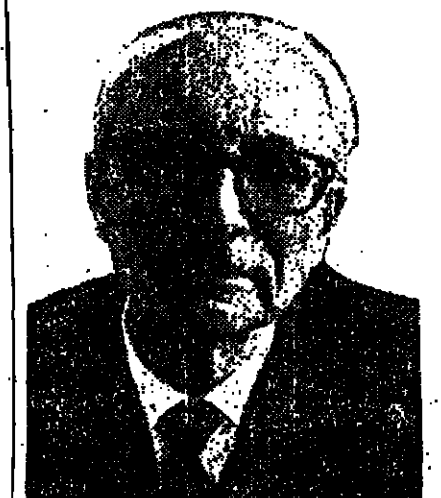
The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.

The proportion of graduates who had already gained ordinary degrees at other universities joined the Open University with a real need for a teaching analogue to the teaching of the Open University.



Margaret Stacey

Margaret Stacey reviews Jennifer Platt's empirical study of British sociologists, 15; Jender, 14 Donald MacRae, Stanislaw Andreski and Stan Cohen contribute to five pages of sociology reviews, 15-19

Aston's Pope

Jane Headley interviews the vice-chancellor of Birmingham's other university, 7

Polytechnics

John Pratt on pooling, 10; Tony French on prospectuses, 6; David Hencke on recruitment, 6

Academic dialogue

Geoffrey Caston puts the case for conflict and dissent in universities, 11

English

Chaucer, Woolf and Huxley are among the subjects of books reviewed, 20

Overseas students

What the Lords said, 2

Colleges

Brian Cane on the Bed and the BA, 10

New courses

Don's diary, 5
OU programmes, 8
Noticeboard, 6
North American news, 12
Overseas news, 13
Letters, 14
Books, 15-22
Classified index, 23

Academics may revolt, Annan warns

If the Government tried to increase student numbers in the present economic climate it would have to revolve its hands, Lord Annan, provost of University College London, claimed in his annual report for 1974-75. Academic salaries could not be cut while student numbers were increased, he said. "The Government

should recognize that the underpinning and indeed loyalty of academic staff cannot be exploited lightly, and there are plenty of signs that this is not yet recognized. Academic staff believed they had been deliberately singled out for unjust treatment," he said. Ten years

ago, British university salaries were better than any in the West except for New America. "I cannot be exploited lightly, and there are plenty of signs that this is not yet recognized. Academic staff believed they had been deliberately singled out for unjust treatment," he said. Ten years

Overseas students—a national asset or an economic encumbrance?

'Attempts to stir up opposition' ODM responsibility for foreign cause concern at UKCOSA students wins strong support

by Tim Albert

Press reports of the recent House of Lords debate on overseas students were inaccurate, according to speakers at the start of a training weekend organized by the United Kingdom Council for Overseas Student Affairs.

Mr Robert Collins, chairman of UKCOSA's training and development panel, said he was worried by the attempt to stir up opposition to overseas students.

"I was at the debate at the House of Lords the other day," he said. "I was very disappointed to see a report in no less a paper than *The Times* which was not only very small in size, but which concentrated on the remarks of only two of the speakers."

"One was quite rightly the reply of the Government spokesman. The other concentrated on the remarks of Lord Bowden. But out of the ten parliamentary speakers, he was the only one expressing an anti-student view."

Mr Collins also said that much of what Lord Bowden had said was irrelevant. "The point he was making was that there was a great deal of unhelpfulness about the subsidy being paid to overseas students. He

was saying his students and staff were very angry about this. I find that very hard to believe."

Mr Rupert Bristow, deputy executive secretary of UKCOSA, attacked the implication that it was all right for overseas students to come over here to universities, but not so much to polytechnics and further education colleges.

"This goes against the notion that in many of these countries there is now an excellent university system, but there has not been a corresponding increase in provision at intermediate level. The debate has been whipped up by the press. It not only has disturbing policy implications, but it is also very worrying for us involved in overseas student affairs."

Mr Bristow attacked the lack of any clear Government policy on overseas students. "In the absence of Government guidance on policy matters a great variety of procedures and patterns have grown up throughout the country."

"There are now a large number of sponsoring bodies, of back up organizations, and of pressure groups."

"But for all students the relationship between himself and the institution is the fundamental one."

by Frances Gibb

Strong support for a proposal that responsibility for overseas students should be placed with the Ministry for Overseas Development emerged from the debate in the House of Lords last week.

Lord Gladwyn proposed that all fees payable by overseas students should be met from the Overseas Development Ministry's existing budget, pruned of its more questionable items, as a form of aid. The proposal was first made in 1963 by the Robbins committee. Lord Gladwyn was supported by Lords Belsede, Garner, Sheffield and Wynne-Jones.

It was also suggested that not only finance, but all policy relating to overseas students, be taken over by the Overseas Development Ministry and assistance coordinated within an EEC common-said programme.

Lord Crowther-Hunt, Minister of State for Higher Education at the time of the debate, replied that the proposal was closely related to the major policy issues which the Government was considering and would be taken into account.

The Overseas Development Ministry said this week that it could not comment on the House of Lords debate. The British Council, how-

ever, said it would be interested in the idea because of the long-term economic value of overseas students.

The debate followed a recent announcement that tuition fees for all students are to be raised by 30 per cent from September. Although this is an across-the-board increase, it means that home students' fees will rise by £42 a year and overseas students by £56 a year because of the existing differential.

Lord Bowden, principal of the University of Manchester Institute of Science and Technology, received wide press coverage for his statement during the debate about the growing resentment about the increase in the number of overseas students.

He gave an example of a course at UMIST on which only one of the 26 students was British. Britain had a good system of universities and it was intolerable that they should be taken over by foreign students who could come from 'the ends of the earth' when British students could hardly get to university at all, he said.

He was roundly attacked after the debate by Mr Charles Clarke, president of the National Union of Students, who said that there was no causal connexion between a decline

in home students and an increase in the number of overseas students. The majority of overseas students were privately funded from families, friends and communities, not a small number were sponsored or had rich students.

Dr Keith Hampson, secretary of the Conservative Parliamentary Education Committee, attacked Lord Bowden this week for distorting the nature of the debate by his 'lent' criticism. He added, however, that the 20 per cent rise in growth of overseas students was added to a high degree of inflation. He was providing a 'should pay for it'.

An editorial in *The Times* last week argued the case for different policies for different groups of students. Those from poor developing countries should be paid for by their governments. Those from the UK should be charged a more moderate rate than at present, and coming to Britain should not pay any more than those who study in their own country.

The number of overseas students affected by the proposed increase is some 53,000 in 1974-75, receiving a grant, 8,000 are supported by the British Govern-

A question of cost—Lords hear where all the subsidies and grants go at home and abroad

by Alan Wood

Parliamentary Staff. The annual public subsidy to overseas students attending British universities and colleges was put at over £100m by Lord Crowther-Hunt, the Minister of State for Education and Science during the debate in the House of Lords last week on the recommended 30 per cent increase in overseas students' fees.

Among the things the debate surrounded the controversy that has gone on for some years about the discrimination in fees between home and overseas students. The simple calculation from the figures of Lord Crowther-Hunt produces a subsidy of £10m a year, about a third of the £30m a year which Lord Crowther-Hunt was con-

students unable to pay the increased fee in the state sector. For the future, increased financial assistance could be provided for poor students from overseas countries wishing to start their courses or further their studies in the academic year 1976-77. This could be done by enlarging the Overseas Students Fees Award Scheme.

Lord Gladwyn said it was also important that the Government should set up a wide-ranging inter-departmental study of the effect of the increases on overseas students, related both to the White Paper on overseas aid and the White Paper on the future of universities and the Committee of Vice-Chancellors and Principals and the UGC when that became available.

Replying for the Government, Lord Crowther-Hunt said the Committee of Vice-Chancellors and Principals and the UGC proposed to consult widely before writing their final report or the structure of tuition fees. It was hoped that their recommendations would be available later this year, in time to consider what changes in fee levels might have to be made for the 1977-78 academic year.

He said that an inter-departmental study on the whole overseas student question had been set in train by the Government. They were hoping that the fruits of this and the Government's decision would be available soon.

On the one hand there were those who argued that there should be no differential in the fees charged to overseas students, and that discrimination in principle and conflict with the European liberal traditions of higher education.

The presence of overseas students enriched the quality of life in academic communities and their presence could not afford to be a burden for unlimited numbers of overseas students, and that higher fees accompanied by the provision of help under Government aid programmes for those coming from developing countries was the least objectionable way of controlling the level of subsidy.

Earlier, Lord Crowther-Hunt said that the numbers of overseas students in higher and further education had doubled from about 38,000 in 1964 to more than 60,000 in 1974-75. In percentage terms, this was an increase from 8.6 per cent to 9.7 per cent of all students in higher and further education.

The number of overseas students on degree and postgraduate courses, including polytechnics, was 16,000 in 1974-75, an increase from 15,000 in 1973-74. The number of overseas students on diploma and certificate courses was 44,000 in 1974-75, an increase from 43,000 in 1973-74. The number of overseas students on foundation courses was 1,000 in 1974-75, an increase from 900 in 1973-74.

courses, in higher and further education over the same 10-year period had increased from about 25,000 in 1964 to nearly 40,000 in 1974-75. The number of overseas students on diploma and certificate courses over the same period had increased from about 40,000 in 1964 to nearly 50,000 in 1974-75.

Large numbers of overseas students also came to study in the Inns of Court, and in private establishments in commerce and industry for a variety of vocational courses. The number of all overseas students increased from about 58,000 in 1965 to more than 95,000 in 1974-75.

Lord Bowden: "Denied to the for whom it was intended". The tuition fees paid by overseas students represented only a fraction of the total cost of tuition. Lord Bowden, a former Conservative Education Minister, said the question of cost was central to the debate. But deliberately to put people out would contravene the spirit of tradition and practice.

If the Ministry of Overseas Development were to take over the Government programme for overseas students, this would mean higher fees in a much faster way.

Lord Bowden, principal of the University of Manchester Institute of Science and Technology, said that the Government should not be seen to be taking over the responsibility for overseas students, because their grant was not a subsidy, but a contribution to the cost of their education.

There was great and growing sentiment at the growth in the number of overseas students. It was based not on money on the number of the simultaneous students in some departments. The number of students in some departments was growing, and the number of students in some departments was declining.

There was great and growing sentiment at the growth in the number of overseas students. It was based not on money on the number of the simultaneous students in some departments. The number of students in some departments was growing, and the number of students in some departments was declining.

Government urged to 'rig' technology market

by Alan Cane

Science Correspondent. Mr Diebold did not believe that the concept of "spin-off" from basic research was a good basis for making money from technology. A company he had had a financial interest in, which was originally established to exploit inventions from university laboratories, had begun to operate profitably after it acquired another company as a money-making sideline.

Successful transfer of new technology from the laboratory to the market place was best encouraged by "demand pull", he said, and argued that the Government should "rig the market" to create a demand for the products of science and technology in new areas.

There was a need for imaginative and novel schemes to make use of new technology, especially in the public services and service areas. There would be a decline in the quality and quantity of these services, he went on, as they became more expensive.

Mr Diebold, chairman of John Diebold Incorporated, a member of the executive committee of The Rockefeller University Council, said that senior management in multinational companies he had consulted were not unanimous that university-industry relations were better than they had been painted and that much of the resistance to new ideas came from industry.

Mr John Diebold, chairman of John Diebold Incorporated, a member of the executive committee of The Rockefeller University Council, said that senior management in multinational companies he had consulted were not unanimous that university-industry relations were better than they had been painted and that much of the resistance to new ideas came from industry.

He pointed out that although a sound research and development capability in university departments and government agencies was necessary it was not the whole answer to industrial success.

Praise for universities' role in supplying qualified people

The public was unaware of how widely the universities contributed to the country's pool of qualified manpower in all fields, according to the Manchester University Appointments Board.

In its report for 1974-75, the board said: "The truth is that the universities must satisfy not only the needs of the country, but also the needs of the individual student, which at most needs just over 25 per cent of the graduates available, but education in all its aspects, which takes probably just over 25 per cent; the whole of the public service, at present probably recruiting nearly 20 per cent; and very many of the professions, including medicine, dentistry, the law, accounting, the church, architecture, together with banking, insurance, and other commercial areas."

In addition there are the arts and literature to be served. The universities would be greatly impoverished without all these contributions being made by university graduates.

But the report went on to say that the differences in salaries between the public service and

private industry and commerce had "alarming overtones" for the economic future of the country. "If the universities are to continue to be seen for those who are most subject to economic fluctuations, who serve organizations which must remain competitive in the market place, and who must take risks and make decisions while accepting responsibility for the consequences of these decisions, to be less well rewarded than those who are largely protected from such uncertainties."

In the experience of the Manchester appointments staff whether a student went to a university or a polytechnic had little effect on the sector of the economy in which he was subsequently employed. "Thus any student who leaves a university or a polytechnic to enter the public service or the private sector of the economy would seem to rest merely on assumptions and assertions rather than on facts and figures."

University of Manchester Appointments Board Annual Report, 1974-5.

Minister of tea and sympathy

continued from page 1

The position for some time to come will be exceedingly difficult."

"I have no bias between universities and polytechnics and have taught and administered in both. I have never seen any evidence that the DES is biased against either."

"I hope that nobody in the universities will assume that there is any discrimination against them. Just because times are hard for all of us. While there have been some unfortunate events, which were nobody's fault, we wish to continue to develop and protect the universities."

Mr Ingham had shown that there were some disadvantages to the antiquated system of financing universities, which needed certainty

in their forward planning. It was not, however, now so obvious that the present system was the best method of achieving it.

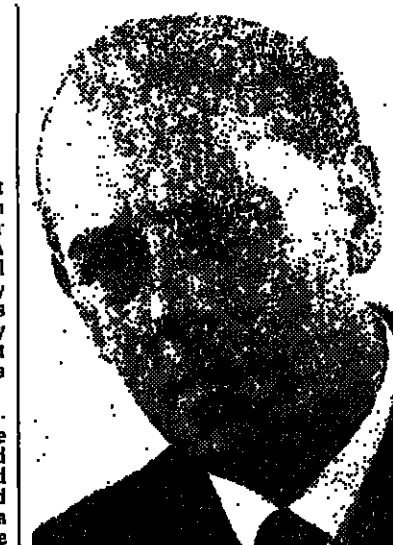
Mr Fowler, who has taught at the University of Oxford, Lancaster, was assistant director of the Charter Institute for Public Finance and Accountancy on Wednesday.

He said that the decline in the birth rate had very important consequences for the number of teachers needed in schools and the number of new teachers being trained.

NEXT WEEK

Hugh Thomas on Spanish painting. Alan Ryan reviews John Plamenatz's last book *Karl Marx's Philosophy of Man*. Maths and physics books. Open University and continuing education report. Conditions of service in polytechnics.

Mr Fowler, who has taught at the University of Oxford, Lancaster, was assistant director of the Charter Institute for Public Finance and Accountancy on Wednesday. He said that the decline in the birth rate had very important consequences for the number of teachers needed in schools and the number of new teachers being trained.



Sir Denys Wilkinson

Sussex names its new v-c

Sussex University this week named Sir Denys Wilkinson as its new vice-chancellor in succession to Professor Asa Briggs who leaves this autumn to become master of Worcester College, Oxford.

Sir Denys, 53, is professor of experimental physics and head of the department of nuclear physics at Oxford University. He has been a member of council, the university's top administrative body, for the past two years and is regarded very highly by his colleagues both as a top-flight nuclear scientist and as an able administrator.

He was born in Leeds and educated at Loughborough Grammar School and Jesus College, Cambridge. After working on British and Canadian atomic energy projects he lectured in nuclear physics at Cambridge, becoming professor of experimental physics at Oxford in 1959.

The substantial growth of nuclear physics at Oxford since 1959 is considered to be chiefly the result of his efforts.

St Andrew's students vote to quit NUS

by Sue Reid

The students' union at St Andrew's University decided by 1,384 votes to 653 in a referendum this week to leave the National Union of Students.

Two other student unions are also considering withdrawing as signs of defiance over financial and political issues. They are questioning the role of the NUS and its costly Left-wing campaigns.

St David's, Lampeter, and Liverpool are both planning a ballot on the possibility of a breakaway. This could be a serious blow to the NUS.

St David's is to organize a students' forum next month to discuss the step in detail. This will be followed by a full vote by students.

Mr Bob Phelps, student president, who is in favour of staying in the NUS said this week that the forum's main debate would be on finance. He claimed that an internal investigation had revealed that some students felt alienated from the NUS.

St David's students pay about £400 a year to the NUS in affiliation fees. A further £500 is spent on conference expenses. Many of the more moderate feel that this money could be better spent on internal societies and activities.

Mr Phelps said: "My own view is that we could cut down on these costs without leaving the union. The conference expenses could be pruned by £400 if we sent fewer representatives."

He admitted that there was a political undercurrent involved in the dissent. Moderates were making their voices heard over the Left-wing views of the NUS.

However, he claimed that the cut-price travel, insurance and legal services, provided by the national union could not be bettered.

Liverpool University is soon to hold a general meeting to discuss the union's role. Aston University, Birmingham, has already decided to step out of the NUS from 1977. It has paid this year's affiliation fees but is to break away from next January.

Seven more polytechnics plan to offer Dip HE this year

by David Hencke

Twelve polytechnics are likely to offer Diploma of Higher Education courses from September, according to a survey conducted by the Association of Colleges Implementing DiHE programmes.

Five polytechnics are already offering DiHE courses, with an independent course pioneered by the North East London Polytechnic having the largest number of students, 160, on its two-year course.

Wolverhampton, which offers a foundation course and options in humanities, social sciences and education and minor options in engineering, art and design and natural science, attracted 37 students.

Oxford and Portsmouth polytechnics, where DiHE students study alongside degree students in combined studies and combined science degrees, have no separate recruitment to the diploma. Preston Polytechnic awards a Lancaster University DiHE to students who decide to leave a Bachelor of Education degree course after two years.

The seven polytechnics proposing to offer DiHEs from this year are City of London, Middlesex, Manchester, Huddersfield, Sheffield, Ulster College, and the City of Birmingham.

Ulster College received approval last year to offer a diploma course as part of a combined humanities degree. It is now restructuring the

course and has not fixed a date to offer the diploma.

Middlesex Polytechnic is planning to offer a part-time day and evening diploma course on a subject basis. Subjects proposed include business studies, communications, drama, English literature, cultural history, education, environmental studies, French, quantitative methods, natural science, social science, philosophy, society and technology.

Manchester Polytechnic is offering a diploma based on self-directed study in a choice of subjects in mathematics, technology, aesthetics, natural sciences, social sciences, and humanities.

Sheffield and the City of Birmingham polytechnics plan to offer diplomas as part of new degrees in combined studies or broadly based subject courses.

Birmingham is also offering the first specialized diploma in accountancy based on an existing one-year full-time course with an extra year of education courses in accountancy. Huddersfield Polytechnic is restructuring its proposed 'DiHE' which was approved last summer, too late for recruitment.

A number of colleges of higher education have proposals for diplomas, although many of the college education courses are offered as part of existing BEd degrees. A number are planning to offer transfers to new or proposed BA or community studies degrees as part of their diversification programme.

Annan warns of revolt

continued from page 1

1968 academic staff had had to watch their salaries fall behind those of other professional classes.

Senior polytechnic posts could be expected to command higher salaries than university lectureships, but they now commanded twice as much.

Academic staff, like old age pensioners, had low bargaining power. "If the universities are to continue to be seen for those who are most subject to economic fluctuations, who serve organizations which must remain competitive in the market place, and who must take risks and make decisions while accepting responsibility for the consequences of these decisions, to be less well rewarded than those who are largely protected from such uncertainties."

Public opinion could not stretch to fund, equip, build and expand its universities. "If the universities are to continue to be seen for those who are most subject to economic fluctuations, who serve organizations which must remain competitive in the market place, and who must take risks and make decisions while accepting responsibility for the consequences of these decisions, to be less well rewarded than those who are largely protected from such uncertainties."

Two other student unions are also considering withdrawing as signs of defiance over financial and political issues. They are questioning the role of the NUS and its costly Left-wing campaigns.

St David's, Lampeter, and Liverpool are both planning a ballot on the possibility of a breakaway. This could be a serious blow to the NUS.

St David's is to organize a students' forum next month to discuss the step in detail. This will be followed by a full vote by students.

Mr Bob Phelps, student president, who is in favour of staying in the NUS said this week that the forum's main debate would be on finance.

He claimed that an internal investigation had revealed that some students felt alienated from the NUS.

St David's students pay about £400 a year to the NUS in affiliation fees. A further £500 is spent on conference expenses. Many of the more moderate feel that this money could be better spent on internal societies and activities.

Mr Phelps said: "My own view is that we could cut down on these costs without leaving the union. The conference expenses could be pruned by £400 if we sent fewer representatives."

He admitted that there was a political undercurrent involved in the dissent. Moderates were making their voices heard over the Left-wing views of the NUS.

However, he claimed that the cut-price travel, insurance and legal services, provided by the national union could not be bettered.

Liverpool University is soon to hold a general meeting to discuss the union's role. Aston University, Birmingham, has already decided to step out of the NUS from 1977. It has paid this year's affiliation fees but is to break away from next January.

'Nonsense' jibe at Crosland

After a speech to a Labour Party local government conference in Cardiff, Mr Anthony Crosland, Secretary of State for the Environment, was told this week to get his facts straight and stop talking "utter nonsense" about the polytechnics.

The criticism came from Dr Arthur Suddaby, vice-chairman of the Conservative Directors of Polytechnics, and provost of the City of London Polytechnic.

Mr Crosland told the conference that there was a growing chorus of discontent from parents, teachers and employers about the quality of the education service in minority institutions such as William Tyndale Junior School and the Polytechnic of North London.

He added that restraint in local government expenditure would enable a pay rise for teachers, which he said was "utter nonsense". "For example, can we really afford the lavish provision, even duplication, at some of our polytechnics?"

Dr Suddaby said that Mr Crosland had confused the quality of education with the quality of the standards of education, while at PNL the CNA had made no criticism of academic standards in its report.

Column page 5

Government decrees jobs standstill for academics

continued from page 1

school sixth-forms), while some science and technology departments, on this criterion, will be generously "over-staffed".

Another problem faces universities with medical schools. Leeds, for instance, is being expected to increase admissions to medical degrees from 130 to 150 by 1977 and to more than 200 by 1981 in a new £3m medical building.

It has to appoint new staff and to equip, heat and light the new building. Medical schools, moreover, can continue up to a third of a university's energy bill. Universities with medical schools are therefore likely to be making a case to the University Grants Committee for earmarked grants.

It was predicted in *The Times* last week that other features of the White Paper would be a reduction of the student target to about 600,000, a "student" on building programmes a new and lower proportion of places for trainee teachers, and a phasing out of the national pooling system for agricultural and higher education.

Report 3: pooling, 10

Teacher training ratios warning

The rationalization of teacher training provision in colleges and polytechnics will have to be based on a staff: student ratio of between 1:10 and 1:11, in 1981, a Government letter announced this week.



GUIDED ARCHAEOLOGICAL COACH TOUR TO CONTINENT

DEPART LONDON 10 APRIL 1976. RETURN 20 APRIL 1976. Visiting sites of great archaeological interest, Ganges, Nile and other famous rivers. Three star hotels - D.O.B. 1:10. Price £120.00. Includes airfare, food, drink, accommodation, and entrance fees. Departure from London 10:00. Arrival London 20:00. Bookings: 01-252 5554. (01-252 5554).

Marketing and business information: over 1,000 sources at your fingertips.

The latest edition of Principal Sources of Marketing Information is now available from The Times Information and Marketing Intelligence Unit.

Of the 1974 guide, Mr Kenneth Vernon, Librarian of the London Business School, had this to say:

"Executives who need any kind of marketing information for conducting their business must have a copy of this guide. Its 24 pages are quite invaluable for telling you where to find facts and figures."

The 1976 guide is extended to 36 pages which list over 1,200 sources of information in the U.K. under headings such as population, personal income, consumer's expenditure and economic surveys and forecasts, in addition to sources under headings for specific industries and services based on the Standard Industrial Classification.

The price of the guide is only £2.00.

To obtain your guide, fill in the coupon below and send it with a cheque or postal order made out to Times Newspapers Ltd., to:

Christine Hull,
Times Information and
Marketing Intelligence Unit,
New Printing House Square,
Grays Inn Road, London WC1X 8EZ.

Please send me..... copy(s) of
"Principal Sources of Marketing Information" at £2.00 per copy
postage paid. Enclosed is my remittance for the full amount £.....

Name.....
Company.....
Address.....

The dangerous myth of academic inferiority

Dr Edwin Kerr, chief officer of the Council for National Academic Awards, recently spoke of the dramatic scale of changes in the colleges of education, and went on to query current proposals for the diversification of freed teacher training places.

He raised the questions as to how far a three-year BA degree programme differed from a four-year BEd degree scheme, and whether course units taken from a teacher training context could be used to fulfil the requirements for a BA degree.

In answering his own questions, Dr Kerr implied that apart from course units for the study of education, the remaining units in the BEd programme concentrated on preparation for primary/middle school teaching and "did not add up to any real BA degree programme". He argued—I think incorrectly—that the remaining BEd degree course units were designed for teacher training, and inferred that they were inevitably unsuitable for BA degree work.

Such views have been expressed also by several leaders in the polytechnic sector. The colleges represent a considerable diversity and perhaps it is dangerous for anyone to generalize about them. Nevertheless, the time has come for someone to state firmly that the certificate courses, as well as the BEd courses, in many colleges, bear little resemblance to the curriculum portrayed above as the kind of views summarized above.

I think that misunderstanding arises because people outside colleges of education assume that all course units in a BEd degree scheme are for that matter in a teachers' certificate scheme also, and are necessarily purely for "teacher training".

A considerable number of students in many colleges possess uni-

versity entrance qualifications, many with good grades at A level. Such a student in a large college of education reads at least one subject for three or four years as a scholarly discipline, with all the academic rigour of degree standards.

In many colleges, two subjects are studied in this way. This has been happening on an expanding scale—and with the increasing approval of the validating universities—for the last 15 years, although the development has occurred with little acknowledgement in the educational press.

The stress on studying one or more subjects at a high standard needs little justification. Students attending colleges are able people, and as part of their higher education, they need to extend their intellectual development as far as possible. As prospective teachers of older children, they must improve their skills of communication, but they must also have subjects to communicate.

There seems to have grown up a mythical belief among some academics and politicians that, because all colleges of education can be described as "monotechnic" (erroneously thought to refer to academic nature, well as academic function), they must all necessarily lack the plural academic nature of universities or polytechnics. This notion does a great injustice to the work of subject colleges in each of the many colleges which have established undergraduate teaching during the last decade.

I am not suggesting that every subject department in these colleges has been equally successful, any more than would be the case for a polytechnic. But it would be unfair to undervalue the substantial contribution, catalyzed and supported by the universities, of

Brian Cane answers allegations that BEd course units are unsuitable for BA degree courses

at least 50 to 60 academic colleges of education to the development of British higher education since 1960. It is surprising how little is known of these college developments by colleagues in other institutions. I have been present at a meeting with a distinguished polytechnic director claimed that the study of a subject such as mathematics, physics or biology for a BEd (Hons) degree course was not academically equivalent to the study of such a subject in a polytechnic CNA general science degree programme.

He suggested that because the BEd programme was for student teachers in a college of education, the calibre of the college undergraduate work in an academic subject could not be equivalent to that of a polytechnic student who was often involved in professional preparation as well.

Views of this kind are expressed from an ignorance of the requirements of the BEd course, of the time devoted to pure subject study by the college student, and of the standards of university BEd examinations. The subject curriculum for BEd degree and for BA/BSc general degree courses in universities have substantial areas of overlap both in depth of treatment and coverage of the time devoted to a main subject by a BEd student. The BEd is not less than that for BA/BSc general student—some times more.

The arrival of the polytechnics has overshadowed the successful academic partnership of the colleges of education with universities, and the James Report did little to redress the balance. The result is that even some of the polytechnic leadership (who should know better) still refer to the "isolation" of the colleges, and point to the benefits which will accrue to college students when amalgamation with polytechnic permits for the first time "access to other departments".

Lack of information about the major colleges of education contributes to the incredible views held by some academic colleagues who have little experience of those colleges. It is not merely a lack of knowledge about the BEd degree course. Perhaps more fundamental is misunderstanding about the constructive new college-university relationships established during the period 1960-75.

There are numerous examples of the many aspects of the partnership between staffs of universities and colleges, in the task of establishing degree courses in colleges. It is true that a few universities have been less helpful than others, but the vast majority have been in the minority.

The general trend was evident as long ago as the early sixties: by and large, university colleagues then accepted the need to help colleges to establish high standard academic subject courses in the new three-year BEd degree programmes. By 1965, the ground was well prepared for discussion of the four-year BEd degree course in which one or two subjects were to be offered for academic study independent of professional training.

By the time the polytechnics were discussed, most of the colleges associated with local universities in this way were offering BEd (Hons) degree courses, and university/col-

lege staffs of subject departments had developed a very close relationship and understanding with mind. The period 1970-75 was one of consolidation of this partnership, and an extension of the number of subjects studied for their own sake within the BEd degree course.

A typical college of education had 500 to 600 undergraduates, 100 or more postgraduates; the college offered 15 or more subjects at degree level; two-thirds of the students were matriculated at university entrance standard, or better.

Associated with these achievements was the significant award to college staff within a university validating the degree. College staff have enjoyed full citizenship rights on the subject of university schools of education, and on university faculty boards, including election to higher degree committees, university library committees and even to honorary degrees.

I think it is an ignorance of these and other aspects of the university-college relationship which explains the views expressed by academic writers. It may also explain why the chief officer of the CNA has an opinion directly contrary to that of the staff at quite a number of distinguished universities.

These staff have approved subject courses in which the college staff have integrated with BEd degree schemes in the first year and overlap to a lesser or greater extent in the second and third years. I do not think that all these staff are as glib as Dr Kerr suggests.

The author is principal design of the City of Liverpool College of Higher Education.

Local authority pooling: are we all in the swim?

Expenditure incurred by local authorities in providing advanced further education, and teacher training is "pooled"—authorities which provide money recoup their spending from a central pool, to which all authorities contribute on the basis of an agreed formula.

The pool was established in 1959, after previous methods of distributing the cost of advanced further education had run into difficulties. Until 1951, for example, the problem of students who studied in colleges outside their own local education authority was dealt with by "recoupment". In other words the cost was reclaimed from their home authority by the providing authority. But this system became increasingly cumbersome with expansion.

In 1951, the Government decided to refund "providing authorities" 75 per cent of the cost of advanced further education, and 25 per cent of the cost of teacher training. In 1958, it was clear that this was inadequate, and that providing authorities were bearing an unfair burden. From 1959, the advanced further education pool was established, in which the cost of advanced further education was shared with the teacher training pool.

Providing authorities claim from the pool the proportion of total costs of further education that can be allocated, on the basis of an agreed formula, to advanced work. When the total cost of claims is known, it is divided among all authorities according to another formula—60 per cent according to school population; 40 per cent according to the non-domestic rateable value of the authority.

During the 1960s, local authorities became concerned about the expansion of further education, and consequently about expenditure and the operation of the pool. In general, worries were expressed that providing authorities exercised less control than they might over possible expenditure.

In 1968, local education committees were established, composed of officers of local authority education, and staff of the Department of Education and Science. The pooling committees have spent much time on matters of cost control in advanced further education, and in 1972 produced a memorandum recommending student/staff ratio bands for colleges.

A number of pressures similar to those of the 1960s are once again

affecting further education and teacher training. There are several common aims on public spending, yet widespread claims that it is out of control.

One particular pressure concerns the polytechnics. Having established themselves as national rather than local institutions, there is pressure to relieve local authorities of the burden of providing financial resources. The independence of the polytechnics has also had direct consequences for pooled expenditure: the overall financial controls of local authorities was felt to be inadequate for dealing with these institutions.

For such reasons the pooling committee has established a sub-committee to look at alternatives to pooling for the polytechnics, which is expected to report to the main committee next month. Its recommendations are accepted, they will probably be referred to the local authority associations, and the final report made public.

There are several alternatives to the pooling system itself and these are currently exercising the sub-committee. It would be possible, for example, to devise a loose arrangement, in which each authority would retain its own pool, but would contribute to a common pool for the most APE students for mandatory grants, the fee cost will be borne by the students' home authority, and this ultimately by the Government, which currently meets 90 per cent of grant costs.

This system, however, would alter the whole balance of higher education, and local authority finance. It would also have implications for the universities, which have decided to adopt it themselves. It has in any case been rejected by the latter.

Another largely theoretical possibility would be a reversion to inter-authority payments, but this seems to be of little practical value. The creation of the pool is expensive and complicated, especially in relation to rate support grant calculations.

If, however, higher education becomes financially and administratively a regional concern, and a high proportion of students studied in

John Pratt discusses current moves to revise the system of resource allocation in advanced further education

A number of suggestions have been made for controlling pooled expenditure in general, since it is clear that the committee's recommendations about student/staff ratios have not achieved the desired effect. These further methods include "after-cost" mechanisms, pre-cost controls and cash limits.

In the first—after cost mechanisms—the pooling committees would be empowered, if it disagreed with particular items of expenditure, to order the local authority to pay for that item without money from the pool.

In the second, recommendations such as those on student/staff ratios would become mandatory, or new ones such as cost norms could be introduced. And in the last, i.e. a would negotiate their total expenditure on advanced further education in advance with the pooling committee, and would not be allowed to exceed that expenditure.

There are several alternatives to the pooling system itself and these are currently exercising the sub-committee. It would be possible, for example, to devise a loose arrangement, in which each authority would retain its own pool, but would contribute to a common pool for the most APE students for mandatory grants, the fee cost will be borne by the students' home authority, and this ultimately by the Government, which currently meets 90 per cent of grant costs.

This system, however, would alter the whole balance of higher education, and local authority finance. It would also have implications for the universities, which have decided to adopt it themselves. It has in any case been rejected by the latter.

Another largely theoretical possibility would be a reversion to inter-authority payments, but this seems to be of little practical value. The creation of the pool is expensive and complicated, especially in relation to rate support grant calculations.

If, however, higher education becomes financially and administratively a regional concern, and a high proportion of students studied in

their own region, the idea of inter-regional payment could become practical.

The idea of a polytechnic grants committee is a third possibility. Such a committee would negotiate directly with the Government for the total to be spent on AFE and distribute it to the polytechnics, as the University Grants Committee does now.

Again, however, practical considerations are not favourable, the idea was mooted a few years ago and rejected. And as I have argued previously, the model of the UGC is not encouraging, for the UGC is increasingly behaving like a department of state.

The fourth possibility is direct control by the DES of AFE, merely of the polytechnics. But the magnitude of the operation rules this out. The Ministry of Education ran 10 colleges of education in 1962-63, with some success. In 1967-68, the Ministry of Education ran 30 polytechnics in a different way.

The fifth, novel, idea is direct reimbursement of authorities by the Secretary of State for the Environment. For under Schedule 2 of the Local Government Act 1972, the Secretary of State may "defray any expenditure incurred in any year in the provision of services for local authorities by any body specified in regulations made by the Secretary of State".

A final method might be to get the Government to reimburse the local authorities for the cost of the pool. Obviously, many of these devices could be combined, not only with each other but also with the ideas to control or cut costs. A scheme for an overall plan with powerful unit-cost controls, for example, has already been proposed in one local authority, and there are already indications that this may be introduced on a wider scale.

However, the details of an alternative scheme are far from clear. The problem is that the sub-committee has to face for one of the main problems about the pool is that very simple, namely how it is operated. Many of the proposals for further education have, probably never heard of. Yet it has social, political and educational, as well as financial implications, and any proposals for change must accommodate these issues.

The author is a member of the Centre for Institutional Studies, North East London Polytechnic.

Why universities need their battle-cries and sermons

A university is a community with conflict at its heart, and a battle-cries and sermons to maintain its unity.

The Carnegie Commission's report on *Dissent and Disruption* in the United States universities states boldly: "Dissent is essential to democratic life and to the health of a university; it generates, propagates or criticizes new ideas and evaluates new frontiers; it should be protected on the campus as in society."

This is what makes the management of a university a complex task—the fact that at the heart of the university purpose are dissent, disagreement, dissonance, however many of us may lapse comfortably into conformity. There is a university's members help each other by arguing, criticizing, even quarrelling, with each other—as well as by teaching and supporting each other. They help the society in which they exist, and on which they depend, by questioning its values and what it assumes to be knowledge.

The university's own purposes are necessarily discordant: the aspirations and interests of different groups within it are often in conflict. What are they? The academic staff have a dual purpose, to do their research, and to teach. The two reinforce one another, and yet they are a source of much internal tension over the individual's division of his time, energy and commitment between research and teaching.

What are the points of friction between these groups? How can they be lubricated? First, and by far the most important, is the critical point of contact, that between teacher and learner. This takes us to the nature of academic authority.

We can start, in the words of the 1969 Hart Committee Report on student relations in Oxford, with the "legally simple proposition that 'teaching' is the exercise of knowledge and experience, training and continual professional association with a university, should have a right to the manner in which they pass on their knowledge and experience (teaching) should be pursued".

But the psychology of learning suggests that the student will not learn well or deeply unless he is actively involved in the process; unless, by an act of will, he accepts responsibility for his own learning. In Carl Rogers' words, "significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes".

But this area of conflict must be accepted—all one can hope to do is to manage the damage it causes to the institution by enhancing opportunity.

Another area of group conflict is money. Research, teaching, student amenities, staff pay—all have their claims. There must be room here for formal negotiating procedures, in which representatives of all the groups concerned take part—faculty and departments, student unions, trade unions.

Each group has its sanctions—the strike, the student sit-in—and sometimes the student may as a suffer from the consequences of national decisions in which it had no part, as in the recent rent strikes.

But this area of conflict must be accepted—all one can hope to do is to manage the damage it causes to the institution by enhancing opportunity.

Time to open the 'tutorial class' approach—but with caution

Alec Barbrook discusses new developments in 'continuing education' at the University of Kent.

From about 1983—or 1984?—we will need to expand the percentage of the 18 plus age cohorts each year if university intakes are not to fall in numbers. An alternative course is to spend these next eight years in diversifying the university population beyond the 18 to 22 age range which forms its present bulk, perhaps into the age ranges for whom opportunity has been less in the past.

This will need a radical re-thinking of university structure and probably some modification in teaching styles, combining the real attempts at rigour in the undergraduate syllabus with the relaxed and questioning approach of the tutorial class.

Where does this leave a new university, trying to keep up with the best of the old order while looking forward to some pioneering of new modes of part-time higher education?

The Tamworth manifesto-like approach is anything but conservative. Most universities, enjoying "responsible bodies" status, that is, drawing grant-aid for adult teaching

Geoffrey Caston argues that conflict and dissent are central to the university community

They should know, by the university; yet they must to some extent conform with that, because another part of a degree is to get a degree.

They are also growing up: they are at a university to live for three, four or five years, during a period of late adolescence when they are still searching for identity. If these three purposes are not difficult enough, there is a fourth—the righteous desire of the angry young to reform the world.

With this concern goes a special contempt for just those attitudes of detached and disengaged rationalism which may characterize the high academic. And it is compounded by the feeling of guilt which can come from being conscious of privilege in a hungry and ignorant world.

All this leads to a fierce challenging, accepted orthodoxy, which is entirely in keeping with the spirit of the dissenting academy, but which may take this spirit farther, into attack on the very premises of the academic life itself, the emphasis on intellect rather than experience, on cognitive rather than affective values.

What are the points of friction between these groups? How can they be lubricated? First, and by far the most important, is the critical point of contact, that between teacher and learner. This takes us to the nature of academic authority.

We can start, in the words of the 1969 Hart Committee Report on student relations in Oxford, with the "legally simple proposition that 'teaching' is the exercise of knowledge and experience, training and continual professional association with a university, should have a right to the manner in which they pass on their knowledge and experience (teaching) should be pursued".

But the psychology of learning suggests that the student will not learn well or deeply unless he is actively involved in the process; unless, by an act of will, he accepts responsibility for his own learning. In Carl Rogers' words, "significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes".

But this area of conflict must be accepted—all one can hope to do is to manage the damage it causes to the institution by enhancing opportunity.

But this area of conflict must be accepted—all one can hope to do is to manage the damage it causes to the institution by enhancing opportunity.

degree of choice. As one of the witnesses to the Hart Committee said: "Listen to your students. I mean really listen. If we do not listen they are going to find some other way to attract our attention." In the very last resort, final authority does not belong to the teacher at all, since if the learner chooses not to learn, no one can coerce him. He shuts his ears, closes his eyes—drops out.

Besides, the teaching/learning process itself, there are a number of other areas of potential conflict to which the community must pay attention. Among them are lifestyles, money and politics.

Wherever people live closely together, there will be conflict of life-style. Usually these express themselves only in battles between individual neighbours, and these are certainly to be found in every hall of residence. They only threaten the community, however, when they escalate into clashes between groups.

This is particularly likely to happen in a university because of the great concentration of young people. Unlike neighbourhoods outside, in universities the young are always in a majority. So the older members—the academic and non-academic staff—may feel themselves assailed and threatened by noise, by aggressively different styles of dress, of sexual behaviour, of aesthetics.

They may retaliate by using their authority, derived from age and status, to impose rules; the young answer back by claiming their democratic rights, since here in the university at least they are in a majority.

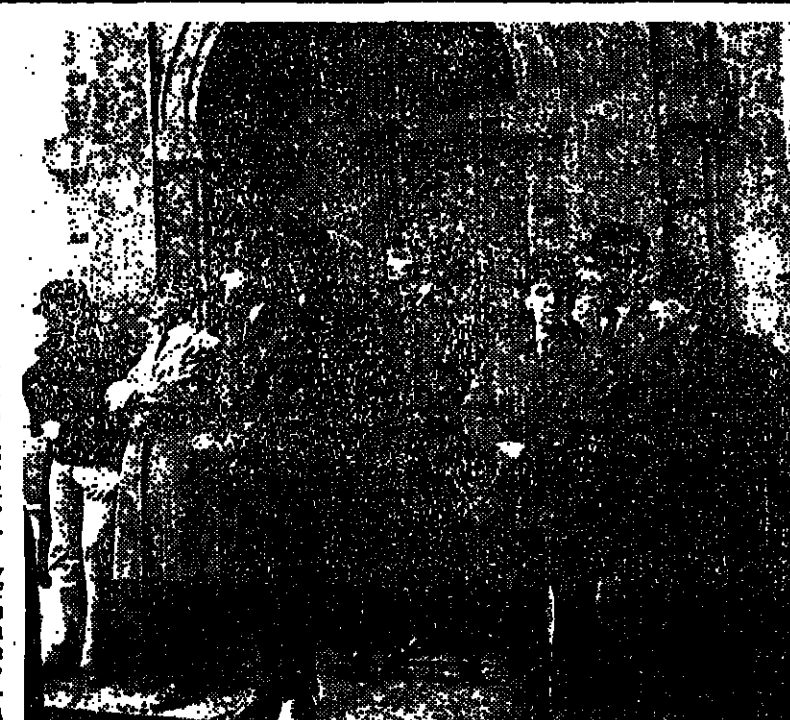
It can escalate into ghastly skirmishes about trivial matters which are nevertheless real to those involved, because they go right to the heart of the changing culture, the freedom of those who do it, within it, and mutual fear of the generations. Perhaps it may be prudent to accept a degree of apartheid between young and old, as the Annan Report on Essex suggests.

Another area of group conflict is money. Research, teaching, student amenities, staff pay—all have their claims. There must be room here for formal negotiating procedures, in which representatives of all the groups concerned take part—faculty and departments, student unions, trade unions.

Each group has its sanctions—the strike, the student sit-in—and sometimes the student may as a suffer from the consequences of national decisions in which it had no part, as in the recent rent strikes.

But this area of conflict must be accepted—all one can hope to do is to manage the damage it causes to the institution by enhancing opportunity.

"Them" and "us" distinctions



Oxford University buildings: "The university has a duty to take whatever steps it can to prevent dissent from becoming disruption."

unities for a mutual understanding of its causes and nature.

Then there are conflicts about the political objectives and more of the university. It is inherent in the ideal of the university that it should be what might be described as a peripheral centre of social influence, a place for the expression of dissent, for the questioning of social norms and moralities which are alternative and supplementary to those put forward by the state.

It should provide a forum in which they can be put forward, and should protect, from dismissal and in every other way it can, the freedom of those who do it. It follows that the university must protect itself from those groups within it who, in the pursuit of this freedom for themselves, deny it to others. So it has a duty to take whatever steps it can to prevent dissent from becoming disruption.

There is a basic political rule for membership of the university community, and observance of it is essential to the health of the university. It is that nothing should be done to cripple the freedom of its individual members to think and speak for themselves and to disrupt the institutions which preserve that freedom.

In all this, forms of government are relatively unimportant. It is the style with which they are operated which will, in the end, determine the health of the community. If young and old are to share Whitehead's common adventure, there is not much room for hierarchical relationships between them—not in 1975.

"Them" and "us" distinctions

The author is registrar of Oxford University.

must somehow be blurred, and the main responsibility for that must lie with the administrators and the older, more permanent and more confident members of the community. They must be accessible—physically accessible, walking about, so that their faces, their smiles, their frowns and their moods are recognizable and talked about.

Easy to say—very hard to do. But it is a part of the concept which seems to me to express much of what is needed if such a university is to enhance the life of its members—the concept of "authenticity". It means that each group, and each member of each group, tries to make clear to the others what they value and what they despise, what pleases and what hurts, what feels like learning and what feels like wasting time.

It is no service to students to dissimulate, to conceal from them the consequences of their actions, to pretend that when they occupy our offices we are not angry, or that when they refuse to pay their rent someone else will. Equally it is wrong to discourage them from revealing to us the consequences for them of our actions, our insensitive administrative regulations, or our boring teaching.

The university should not be afraid of idealism and rhetoric; it is too fashionable now to hide our glowing light under a bushel of apologetic polysyllables. A community needs its battle-cries and its sermons; it needs to feel that it is exciting, and students all too often find that it has become boring.

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.

"Them" and "us" distinctions

The author is registrar of Oxford University.



THE TIMES HIGHER EDUCATION SUPPLEMENT (LONDON) Room 541
Tel. 202 8386785 National Press Building Washington D.C.

New York State University remains largest in country

Five American university systems have more than 100,000 full-time students, and the largest in the whole country, the State University of New York, has more than 200,000, according to figures released last week.

There has been little change since last year in the overall rank, though student numbers have gone up in nearly every case. Total enrolment in the autumn was 4.3 per cent up on 1974-75, the largest increase since a 4.5 per cent jump in 1969. This year's freshman class was 7.4 per cent up on last year's.

The annual figures, reported by Dr Garland Parker of the University of Cincinnati, are based on a survey of 1,472 four-year universities and colleges.

Dr Parker reckoned that altogether the country's 3,062 institutions of higher learning now had more than 11m students.

California and New York account for four of the top five State Universities of New York this year enrolled 232,282 students. If part-time students are included, the figure is 354,998.

Next comes the California State University system with 187,318 students (333,735 including part-timers); and third the City University of New York with 137,734 (253,007 with part-timers).

Fourth is the University of California with 129,822 and fifth, dropping one place from last year, the University of Wisconsin system with 109,353. If part-timers are included, however, Wisconsin, at 143,482, still has more than the University of California at 129,822.

Continuing down the list comes the University of North Carolina (104,307 full-time students), State University of Florida system (79,121), University of Texas system (68,183), State University and Community College system of Tennessee (53,071), University of Illinois (48,457), Ohio State (47,507), Indiana University (45,906), University of Minnesota (41,953), University of Maryland (36,597), Michigan State (37,197), Oregon State higher education system (16,800), University of Michigan (36,392), Louisiana State (34,174) and the University of Tennessee (33,779).

There have been two major changes in the top 20 since last year. The University of Minnesota fell from eighth to fourteenth, and Oregon State higher education system fell from tenth to seventeenth.

Every university in the top 20 is a public institution. The largest private university, and the only one to make this year's top 30, is the Mormon institution in Utah, Brigham Young University, which comes twenty-seventh with 22,660 full-time students.

The number of part-time students in four-year institutions rose a little faster than the number of full-time students. This year showed a 7.7 per cent gain, with a total of just over 2m students.

Graduate enrolment was also up 6.5 per cent on last year. Surprisingly, the largest gain in numbers was in the east of the country. Recent population surveys have shown that the south and west are the areas of fastest population growth and the older, settled eastern states have had a much slower rate of growth.

Continuing down the list comes the University of North Carolina (104,307 full-time students), State University of Florida system (79,121), University of Texas system (68,183), State University and Community College system of Tennessee (53,071), University of Illinois (48,457), Ohio State (47,507), Indiana University (45,906), University of Minnesota (41,953), University of Maryland (36,597), Michigan State (37,197), Oregon State higher education system (16,800), University of Michigan (36,392), Louisiana State (34,174) and the University of Tennessee (33,779).

There have been two major changes in the top 20 since last year. The University of Minnesota fell from eighth to fourteenth, and Oregon State higher education system fell from tenth to seventeenth.

Every university in the top 20 is a public institution. The largest private university, and the only one to make this year's top 30, is the Mormon institution in Utah, Brigham Young University, which comes twenty-seventh with 22,660 full-time students.

Failure comes back into fashion

In line with the trend to stiffen the requirements for top grades at universities (the *THES*, December 5, 1975), Yale will restore the F grade (failure) to students' academic records next autumn.

Four years ago Yale decided not to record failure on the transcripts, so that students could take other subsidiary courses without fear of damaging their academic record.

But a recent report said this experiment had failed: it had meant that "a failing grade was more desirable in the eyes of many students than a D or even an A C".

The return of the F to the transcript will add more weight to the more credible Yale hope. They are used by admissions officers of graduate schools to evaluate candidates.

The university will also introduce a new letter in the autumn, W for withdrawal from a course after mid-term.

The Yale College Council, the student organization at the university, is strongly opposed to these changes. It says that failure is punishment in itself, and there is no need for it to be recorded on the transcript.

Meanwhile, a survey of grades at the University of Minnesota has called for an immediate examination of grading standards.

A report comparing grades for undergraduate 1974 concluded that grades were not now being awarded objectively or equitably.

Every university in the top 20 is a public institution. The largest private university, and the only one to make this year's top 30, is the Mormon institution in Utah, Brigham Young University, which comes twenty-seventh with 22,660 full-time students.

The number of part-time students in four-year institutions rose a little faster than the number of full-time students. This year showed a 7.7 per cent gain, with a total of just over 2m students.

Graduate enrolment was also up 6.5 per cent on last year. Surprisingly, the largest gain in numbers was in the east of the country. Recent population surveys have shown that the south and west are the areas of fastest population growth and the older, settled eastern states have had a much slower rate of growth.

Continuing down the list comes the University of North Carolina (104,307 full-time students), State University of Florida system (79,121), University of Texas system (68,183), State University and Community College system of Tennessee (53,071), University of Illinois (48,457), Ohio State (47,507), Indiana University (45,906), University of Minnesota (41,953), University of Maryland (36,597), Michigan State (37,197), Oregon State higher education system (16,800), University of Michigan (36,392), Louisiana State (34,174) and the University of Tennessee (33,779).

There have been two major changes in the top 20 since last year. The University of Minnesota fell from eighth to fourteenth, and Oregon State higher education system fell from tenth to seventeenth.

Every university in the top 20 is a public institution. The largest private university, and the only one to make this year's top 30, is the Mormon institution in Utah, Brigham Young University, which comes twenty-seventh with 22,660 full-time students.

The number of part-time students in four-year institutions rose a little faster than the number of full-time students. This year showed a 7.7 per cent gain, with a total of just over 2m students.

Graduate enrolment was also up 6.5 per cent on last year. Surprisingly, the largest gain in numbers was in the east of the country. Recent population surveys have shown that the south and west are the areas of fastest population growth and the older, settled eastern states have had a much slower rate of growth.

Continuing down the list comes the University of North Carolina (104,307 full-time students), State University of Florida system (79,121), University of Texas system (68,183), State University and Community College system of Tennessee (53,071), University of Illinois (48,457), Ohio State (47,507), Indiana University (45,906), University of Minnesota (41,953), University of Maryland (36,597), Michigan State (37,197), Oregon State higher education system (16,800), University of Michigan (36,392), Louisiana State (34,174) and the University of Tennessee (33,779).

There have been two major changes in the top 20 since last year. The University of Minnesota fell from eighth to fourteenth, and Oregon State higher education system fell from tenth to seventeenth.

Every university in the top 20 is a public institution. The largest private university, and the only one to make this year's top 30, is the Mormon institution in Utah, Brigham Young University, which comes twenty-seventh with 22,660 full-time students.

Colleges told to forget 'Harvard PhD pattern'

Universities must experiment with new kinds of graduate courses more relevant to local communities and the needs of students, a report by the National Board on Graduate Education, released last week, says.

The report, by the National Board on Graduate Education, paints a gloomy picture of post-graduate studies in America. Times are hard, it says: money is scarce, universities have cut recruitment, outside support is falling and the supply of students with PhDs is larger than the demand.

The hazy days of research—the 1960s—are over, so universities should develop various kinds of graduate programmes, instead of following "a monolithic system modelled on a Harvard or Berkeley pattern".

This development of new courses for "non-traditional" graduates—part-time, home-based or older students, and women returning after bringing up families—entailed a review by universities of what they were trying to do.

Each department should collect statistics on trends in applications, those admitted, where they got jobs and how they were financially supported.

These should be used to develop a realistic overall plan for the institution's role in postgraduate education.

The report also says that universities should experiment with new kinds of graduate courses more relevant to local communities and the needs of students, a report by the National Board on Graduate Education, released last week, says.

The report, by the National Board on Graduate Education, paints a gloomy picture of post-graduate studies in America. Times are hard, it says: money is scarce, universities have cut recruitment, outside support is falling and the supply of students with PhDs is larger than the demand.

The hazy days of research—the 1960s—are over, so universities should develop various kinds of graduate programmes, instead of following "a monolithic system modelled on a Harvard or Berkeley pattern".

This development of new courses for "non-traditional" graduates—part-time, home-based or older students, and women returning after bringing up families—entailed a review by universities of what they were trying to do.

Each department should collect statistics on trends in applications, those admitted, where they got jobs and how they were financially supported.

These should be used to develop a realistic overall plan for the institution's role in postgraduate education.

The report also says that universities should experiment with new kinds of graduate courses more relevant to local communities and the needs of students, a report by the National Board on Graduate Education, released last week, says.

The report, by the National Board on Graduate Education, paints a gloomy picture of post-graduate studies in America. Times are hard, it says: money is scarce, universities have cut recruitment, outside support is falling and the supply of students with PhDs is larger than the demand.

The hazy days of research—the 1960s—are over, so universities should develop various kinds of graduate programmes, instead of following "a monolithic system modelled on a Harvard or Berkeley pattern".

This development of new courses for "non-traditional" graduates—part-time, home-based or older students, and women returning after bringing up families—entailed a review by universities of what they were trying to do.

Each department should collect statistics on trends in applications, those admitted, where they got jobs and how they were financially supported.

These should be used to develop a realistic overall plan for the institution's role in postgraduate education.

The report also says that universities should experiment with new kinds of graduate courses more relevant to local communities and the needs of students, a report by the National Board on Graduate Education, released last week, says.

The report, by the National Board on Graduate Education, paints a gloomy picture of post-graduate studies in America. Times are hard, it says: money is scarce, universities have cut recruitment, outside support is falling and the supply of students with PhDs is larger than the demand.

Budget plans major cuts in loans

A large cut in the amount of money guaranteeing student loans, cuts in a variety of school aid programmes, more money for research and the consolidation of 27 different Federal education programmes into a single block grant to the States are the main features of President Ford's proposed education budget for 1977.

The total amount, \$6,238m, is some \$600m less than the budget for the current year, without allowing for inflation. The cuts will almost certainly be opposed by Congress, which only a few months ago rejected the President's request for spending cuts in aid to schools and for handicapped children.

The 10 per cent cut in the higher education budget is accounted for by not proposing any money for repayment of private loans on which students have defaulted. Instead, claims will be met from last year's unspent funds.

The department has tightened up funding for the field, appointed 200 new officers to prevent and detect abuse of the system and expects fewer student defaulters this coming year.

Direct aid to students accounts for \$1,600m of the total \$2,000m of the higher education budget, which pledges a continuation of the Basic Education Opportunity Grants for about 1,200,000 poor students, with a \$50m increase over this year's appropriation. Awards will range from \$200 to a maximum of \$1,400.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

The proposals are not scheduled to come into effect until October, as this year the start of the fiscal year is being changed from spring to the autumn. There is, therefore, an exceptionally long time to argue over the proposals, and many of them will be used in electioneering.

Independence move branded as 'elitist'

from A. S. Abraham

The senate of Bombay University has decided to confer "autonomy" on a handful of colleges affiliated to it. The decision will be effective from the next academic year beginning in June.

Unlike the majority of affiliated colleges, "autonomous" colleges, as they are called, will be free to devise their own admission policies, frame their own syllabuses, experiment with new courses and conduct their own examinations. They will not, however, award degrees.

In matters such as staff appointments, terms of service and fees, they will be governed by university regulations.

The colleges will be chosen by the university's executive council, the chief executive body (the senate is the legislative organ). Those colleges which have applied for autonomous status (about a dozen of them) have done so to date) will be surveyed by the council which will ascertain that they have a good academic reputation, highly qualified teachers, adequate funds and facilities and the necessary administrative set-up.

Autonomy will be granted initially for three years; before it is extended, the college seeking an extension will be scrutinized a second time.

Other affiliating universities in India (that is to say, the majority of Indian universities) are expected to give or are in the process of giving autonomy to some of their colleges.

The idea was first put forward in the 1966 report of the Education Commission which said: "One of the practical methods of improving the standards of higher education

to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.



THE TIMES HIGHER EDUCATION SUPPLEMENT (LONDON) Room 541
Tel. 202 8386785 National Press Building Washington D.C.

In India would be to select a few colleges on the basis of their past work, influence, traditions, maturity and academic standards, and give them an 'autonomous' status."

The proposal was accepted by the University Grants Commission and is, belatedly, beginning to be implemented. (The Education Commission had envisaged at least 50 of the best colleges in the country, being given autonomous status by the end of the fourth Five-Year Plan, March 1974).

Critics of the proposal—and they are many—have been attacking it on the ground that it will promote elitism within universities by giving to those colleges which have traditionally admitted upper middle-class and largely English-speaking students (who tend to do better at university examinations) the official seal of a false superiority.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

Adult learning 'fails to cut inequalities'

from Mike Duckenfield

Increased study support, longer basic education and an expanded and coordinated network of tuition opportunities are needed if Finland is to reverse the existing trends towards inequality in its adult education system, according to a report published by the Society for Popular Culture in Helsinki.

Based on a series of extensive surveys, the report, by Heikki Lehtonen and Jukka Tuomisto, shows that almost three-quarters of the adult population would take part in tuition if appropriate courses were available and there was more financial support.

At present only 20 per cent enrol each year, and of the remaining two million "potential" students the greatest need lies with skilled and unskilled workers, farmers and housewives—precisely those most disadvantaged by the current 10-year programme of school reforms being implemented since 1972.

These reforms include the introduction of a nine-year comprehensive school and, ultimately, an 11-year period of compulsory education for all, including vocational education for all six to 19-year-olds.

A survey of 2,177 adult Finns found that women were slightly more likely to enrol than men; that a quarter of the under-30s did so against only one sixth or less of the over-40s; that those with the longest schooling were most likely to continue studying, and that those with high incomes and good jobs far exceeded the more poorly paid.

Whereas 45 per cent of executives and 40.2 per cent of other white-collar workers took part during any one year only 18.9 per cent of housewives and 10.5 per cent of unskilled workers did so.

Future possibilities for adult tuition, as revealed by the surveys, are good. More than 85 per cent of the under-40s and as many as 60 said they would consider enrolling and an additional three out of every five would also do so given the right conditions.

The biggest demand among potential students was for vocational studies, languages and the arts and handicrafts with social sciences (farmers), mathematics and science (executives) and courses supplementary to schooling (skilled workers) also figuring strongly.

The need for a Swedish-style system of study support for vocational instruction was however, underlined by the findings that only 44 per cent would think of enrolling on an unpaid, leisure-time basis.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

Academics and students are sure to be indignant about the new cuts. The recruitment examinations constitute the keystone of the university teaching structure and in some subjects, particularly in the arts, they are the only certain career outlet. If these examinations are to be deepened further the trough of dependency among university students. Already both examinations are highly competitive and entail an enormous failure rate.

Last year only one candidate in seven passed the *Capes* while only one in 10 got through the *Agrégation*, an examination which demands at least five years' intensive study.

One recent change, however, is likely to be welcomed by women candidates. In future the examinations will no longer permit discrimination between male and female candidates. All will have to pass the same number of jobs was offered to both sexes. As women outnumbered men in most subjects, sometimes 5:1, this gave male candidates a distinctly better chance of success.

New building to be more closely coordinated

by Günther Kloss



HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1N 8EZ. Telephone 01-837 1234

Research: corruption lies in preferring rhetoric to reality

Higher education and the higher learning form a curious amalgam of court and stock market. People, institutions, projects, work and work in progress are all now always under constant judgment. Some of the processes of judgment are highly formalized and quasi-legal, the majority are like the gossip of the floor of the stock exchange, founded in hope, fear, ignorance, idleness and genuine knowledge.

Universities, to those who know them are said to be blither than the theatre itself. (The maturity of the polytechnics can perhaps be measured as they approach this condition.) This situation is not to be regretted: it is a proof of life, of conscientious care and commitment as well as of human weakness. The real infrastructure of knowledge is constant criticism.

The danger of judicial systems is corruption. The higher learning is not corrupt in any direct sense. Vice-chancellors do not behave like that oriental judge who took bribes from both sides in every case but returned the bribe of the loser after he had judged fairly and so prided himself on the quality of the justice he administered. Far less can they or other academics be bought directly.

But there are other forms of corruption which result from motives both good and bad and Margaret Stacey discusses these in her review of Jennifer Platt's book, *Realities of Social Research* (opposite). The common desire for public good may lead to wrong decisions, for example that great agencies of the state, the economy, or pressure groups have a special claim to set goals for inquiry, it is hard to resist in a time when crisis is chronic and there is a pervasive feeling that tomorrow is always too late.

Higher learning is full of people who are concerned about the needs of the community. There is nothing wrong with that though the good of the community is not the only, nor as many would claim, the main goal of learning and research—but who or what is the community?

The danger, particularly so far as research is concerned, is that it is identified with the official or the morally-accredited pressure group. Goals and worthy objects of inquiry may well be suggested by such sources: they are legitimate sources of information and concern but they are not unique, they have no overriding gifts of judgment and they may even without intention, distort or limit free inquiry.

Something of this sort used frequently to be alleged of research under the aegis of the Home Office in the field of delinquency. If true, it did not prevent good research being done. The evidence to the contrary exists. But it may well be discovered that more pertinent by control of resources or by control of access to data and subjects.

More seriously to be feared is the influence of the courts of judgment and of professional bodies working under the name of science, good practice, the notion that nothing should ever be done for the first time, and the just and rational doubt that the scientific method, whether research committee or research council as well as the foundations are prone to these designs.

There is involved in this also a tendency to a kind of component of science with a long history, component not generally recognized, that is a consequence of the rhetoric of science and scholarship. The existence of such a rhetoric is often not perceived by those who employ it and judge its terms. It is a rhetoric which makes a research project look like, just as everyone knows what an acceptable scientific paper or report looks like, like that there are acceptable fictions.

That is not to say that their form has no function. The functions are to make informed judgment easily possible. The dysfunctions are to disguise the personal, the sloppy, the creative, and the present dilemma. All research, above all the rhetoric conceals the openness to discovery, to novelty, which is the heart of the higher learning.

Mistaking or preferring this rhetoric to reality is the central corruption of the working of higher learning and research. It would be foolish to deny that in hard times and in periods when the very opportunity to research is more and more removed from the academy to public bodies, this tendency is not increasing.

After all what, in the court of judgment, counts as success? A research project of great expense and staggering nullity may be counted as successful if its report, compiled in the appropriate rhetoric, is published on time—or near it. Indeed nullity may be a virtue: it disturbs no one.

Again, it can happen that nothing succeeds like failure. Inside and outside the colleges the bodies that control the funds and resources are unwilling to admit to error. So it follows that the applications for more funds and resources, especially if the objectives are those of accredited public virtue, from those who have already had such resources and made little of them—sometimes even by the standards of the rhetoric of academic advocacy—are looked on with favour.

Also, of course, names are made by grants: it is easier to invest in the well known, it seems safer. Thus are the reputations made of those who have cooked a tasteless dish according to the recipes of scientific Mrs Beeton. Ultimately, failure as success does not last, but it lasts for a long time in terms of the realistic expectations of academic life.

Judgment of success is, of course, not easy. It involves criteria of quality that cannot be quantified. Suppose one criterion is fulfilment. It does not follow that because the work of Professor Sidesaddle and Dr Softsoap is quoted in all subsequent papers on life-size fetichism; that it has been fruitful. A single reference in a crucial position in the work of Mr Flatiron, a work which is genuinely creative and novel, may be far more significant.

The invisible court exists to make precisely that kind of assessment and it is unfortunately true that we are increasingly bureaucratised work of judgment, it seems less and less able to do so. The principle that dog does not eat dog, the desire not to be difficult, the fear of not getting a grant, simple richness and simple complacency all work against the proper operation of the court.

Most serious, though, is another matter. In a less secularized age the thought-world of people, including scholars, was accustomed to the idea that values other than those of "utility" and "reference" and "community" had their place and claim. And that place and that claim were not predominantly materialistic.

"Knowledge" and "reference" and "community" had their place and claim were not predominantly materialistic. Knowledge for their own sake could, theories for their own sake could, but then to have made worse by the higher learning involved a serious attention to quality, to the word "higher" itself.

Today it is all too easy to turn away from such thoughts and to do as has been made too advantageous. The danger is the danger of the "consideration" and "re-adjustment" mobility. It is therefore necessary, because the times are hard and the pressures to the contrary are strong both morally and practically. Otherwise this achievement, most characteristic and among the most splendid of western man, will become merely formal, merely what is unfairly called "bureaucratic" dog and virtue, closed to critical novelty and creativity. Happily this is not the case, though the danger is obvious, curiosity inherent in the enterprise of learning.

LETTERS TO THE EDITOR

Splitting SSRC committee work

from Professor R. A. Pinker
(The Times, 16 January 1976)
The British Sociological Association raises a number of issues which require comment. Since I am also a member of the Social Sciences Research Council's committee, I should like to make it clear that I am replying solely in my capacity as chairman of the Social Administration Association.

Last year the SSRC committee decided to seek the views of the SAA on the British Sociological Association concerning the proposal to set up a separate social administration committee. At its annual July conference, the SAA voted in favour of such a split for the following reasons:

the volume of social administration research applications was likely to increase sharply in the future, given the rapid growth of new departments;

Certain specialized fields within the general subject area, such as social work, were presenting a range of increasingly urgent research needs;

Any further increase in the volume of work regarding the number of applications and the adoption of research initiatives would probably be beyond the capacity of the present combined committee.

The subject of social administration has reached a stage at which it needs to develop in its own right. While it has affinities with sociology it has equally strong connections with other social sciences such as economics and political science.

The SAA, which has been established in 1967, now has a flourishing journal and a membership of over 250 drawn from a very wide range of related social science disciplines.

The varied composition of our membership is one of the main factors explaining why the association was established, grew so rapidly in membership and now wants a separate committee.

It is always difficult to give an accurate up-to-date reflection of the views of a large and growing academic body. My impression is that a minority of SAA members would like to continue the present SSRC arrangement but that the majority want to see this changed as soon as possible. Some members would go further and argue that the views of the SAA have no more claim to special consideration than those of any other social science association.

In the past the relationship between our association and the SAA has been good, and there is some cross-membership between the two societies. Indeed the fact that working relationships between the two disciplines now seem to be generally amicable makes this a propitious time to set up a separate committee: it augurs well for future cooperation.

Of course some additional costs will be involved, but I doubt whether Dr Wakeford would consider this to be such an important issue if the positions were reversed and the SAA was seeking a separation against the wishes of the SAA. If, however, the cost factor was shared by both societies, it should still be possible to devise an alternative and cheaper arrangement which stopped short of complete institutional separation. On this last matter, however, I can only surmise since our members voted in July for a separate committee.

Yours sincerely,
ROBERT PINKER
Chairman, Social Administration Association.

PhD 'incest'

from Professor D. A. Wells
Sir—Your correspondent (17 January 23) who so rightly put the practice of expecting a student's research supervisor to act as internal examiner is added that, when the external examiner is dissatisfied, the student is likely to affect not the two examiners and the head of department but the internal examiner (not the supervisor) one external examiner, the possibility of requiring the supervisor to act as internal examiner is not down-right corrupt.

Fortunately, such instances are rare, but to anyone schooled in the Oxbridge pattern of one examiner (not the supervisor) and one external examiner, the possibility of requiring the supervisor to act as internal examiner is not down-right corrupt.

The reason for the growth of practice is presumably to be in the fact that outside Oxbridge would often be impossible to find another competent specialist in a field to act as internal examiner, and every university wants to retain control over its own procedures. Nevertheless, the standards (the "substantial original contribution to knowledge" for the PhD) would surely be applied to the same standards as to the internal examiners—the lesser such cases.

Since practice seems to be between United Kingdom universities and possibly even between law, it would be interesting to know full facts available to both parties to the law.

Yours faithfully,
D. A. WELLS
The Queen's University of Belfast.

Postgraduate funds

from Professor G. P. Adkins
Sir—Your report "Oxbridge bursary aid package" (22 January 5) contains a small but important remark about the funding of postgraduate work. In view of the fact that the majority of students in this country are on bursaries, it is not surprising that the situation of postgraduate work is one of neglect and neglect of offerings, and schemes of reference to act on them, recent experience may be of some help.

The scheme just supported the proliferation of offerings by granting the value of research awards to three times as much money as the value of the research or science undergraduate awards. The cost of the rising number of research programmes and of costs eventually exceeding resources available from the state, where in a declining field the voters were seen to be chafed with the results of a great higher education.

An elaborate scheme of review of postgraduate work is being commonly referred to as a "scheme" in which some academics participated as well as some non-academics.

This scheme generated a substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

Realities of Social Research: An Empirical Study of British Sociologists
by Jennifer Platt
Sussex University Press, £6.00
ISBN 0 85621 053 6

Long ago I came to terms with the notion that the subjects of my research were also among my readers (although most of them read the reviews, especially the popularized press versions, than read the research). It is new to find myself who was a subject of this published research, also reviewing it. The dual roles are just another facet of the analysis of the literature society and especially of the development of the sociology of sociologists. It is only possible to accept these dual roles, I suspect, because Dr Platt has abstracted her analysis from the rich material in which it must have been embedded, rendered it anonymous and detached it from the intellectual activity and the substantive findings of the relevant projects.

She interviewed 121 individuals referring to 55 different projects in a variety of institutions, the individuals ranging from graduate students to university professors. Initially, as Platt tells us in a frank account of her own enterprise in researching and writing the book (Appendix A), she had been asked to write an English version of Hammond's *Sociologists at Work*. This is not that: it does not contain self-revealing accounts of how particular sociologists went about research which was already published. In the end, her methodological training, which "was very much in the survey tradition", led her to treat us researchers as a population with attributes which could be extracted from interview data, just as so many of us have treated our subjects. Her appendix contains a list of the material in the book and shows what a different approach might have given us. The advantage of the method is that it is important to act on them, recent experience may be of some help.

The scheme just supported the proliferation of offerings by granting the value of research awards to three times as much money as the value of the research or science undergraduate awards. The cost of the rising number of research programmes and of costs eventually exceeding resources available from the state, where in a declining field the voters were seen to be chafed with the results of a great higher education.

An elaborate scheme of review of postgraduate work is being commonly referred to as a "scheme" in which some academics participated as well as some non-academics. This scheme generated a substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

The new scheme promises some hope of a more substantial cost and it was of doubtful value to the academic community and political class. Possibly the most unhappy consequence was a massive diversion of academic resources from regular teaching to the forward-looking adaptation to the new scheme. The fact that it was to be an "ad hoc" committee, and that it was to be a "scheme" in which some academics participated as well as some non-academics, was a disaster.

Research and the researchers

about successful or unsuccessful projects, this seems to reveal little more than whether the research got written up at all and if it got written up on time. She discusses how private lives affect projects and how projects affect private lives, but the style of the projects and not their intellectual history. But how can one divorce the former from the latter? Surely the team's intellectual activity is part of its social life?

Platt used unstructured interviews, prompting her respondents in certain areas. She must have a very good idea of the social situation in which the reported events took place, especially where she interviewed a number of people on the same project, but the style of analysis prevents this being conveyed to the reader. Associated with this is a retreat on one or two occasions to "personality" as an explanation. But the same individuals would presumably behave differently in different situations.

Despite these limitations, she has recorded a great deal of useful material and initiated some important discussions about sociological research. She had hoped that what emerged would be additional to the standard university competence in the form of recommendations about the conduct of research which take account of the social realities of the process. Although many useful hints abound in her book, she does not make it possible to do this because she finds most of the problems are either inherent in the research process itself or derive from areas which are outside the influence or control of any one researcher.

What she has done is to identify and discuss these areas. There is the arena of research funding, where the rigid formulae within which research grants are commonly given fit poorly with the realities of the research process. Platt suggests that more flexibility might be possible without losing all control and accountability. Her respondents may reflect the two views of research as a finite task to be done in defined terms, or as an indefinitely delimited part of the continuous stream of interrelated ideas which make up an individual intellectual career. The truth is that ongoing research is an essential activity for the development of theory and methodology and for the establishment of a body of people who can transmit the tradition of research and learning so developed.

A series of one-off projects with teaching outcomes, often even with research outcomes, is a different matter. What does it mean for teaching and research to be perhaps a way of disseminating the results of research? Margaret Stacey

Interpreting pieces of speech

Dilemmas of Discourse: Contradictions about the Sociological Interpretation of Language
by Anthony Wootton
Allen & Unwin, £4.50 and £2.25
ISBN 0 04 30065 4 and 30065 2

The problem to which Mr Wootton's book is devoted is a traditional one: whether there is a "unique" right description of every human action. In particular of every piece of speech, at which the sociologist may hope to arrive. He takes as an example David Sudnow's analysis of a conversation between a public defender and his client: the analysis presents the conversation as the defender's attempt to criminally mislead his client. Mr Wootton's problem is whether it can be argued that such an analysis is right and the alternatives wrong.

Essentially, he has two things to say about the problem. The first is that, at least as far as pieces of speech are concerned, it boils down to the semantic problem of how people assign meaning to words and sentences: this, because the sociologist can argue for an interpretation of a piece of speech only if he can argue about the meaning of what the speaker says. The second thing which he has to say is that the semantic problem is only properly to be solved by a theory of semantics.

It must be said that the ease of this complaint makes one wonder

in a critical survey of approaches to the semantic problem. The approaches surveyed are: componential analysis, speech act theory and the ethnomethodological theory that expressions are necessary for "indexical". The survey is useful, and some of the criticisms are apt, but this does not altogether relieve disappointment at the modesty of the claim which it is meant to support. Mr Wootton would want written a more challenging book had he chosen to be more detailed and decisive about the virtues and faults of ethnomethodology. The claim that only ethnomethodology fully understands the semantic problem is thin, and nebulous, approval.

The second theory surveyed by Wootton is the speech act theory associated with philosophy after Austin, precisely at the theory of force. Yet it is found asking: taking Searle's analysis of the conditions under which someone is said to have made a promise, Wootton argues that the analysis fails in practice, not providing an infallible method of determining whether or not a promise has been made.

And so to ethnomethodology. The indexical theory of expressions which it offers says that words are "expressions whose meaning relies on the context in which they are used". It is not, as Mr Wootton says, that the speaker attempts to be understood in use, it is, because it does not tell one, for example, how the use of Searle's discourse terms might vary with changing contexts of discussion.

It must be said that the ease of this complaint makes one wonder

fragmented experience widely, but is not really a good way of developing a body of knowledge and experience. (There is no evidence about the contribution of units with more permanent core staff.) Where research is sponsored by an institution for strictly practical ends, other problems can arise. The interests of sponsors and researchers may diverge, researchers may be under pressure to produce what is wanted. Government departments, in the case of internal research at least, still do not seem to treat sociological findings as scientific data which must be accepted or rejected as it stands, but much more like competent advice which civil servants may accept or suppress in the light of their understanding of the policy situation. Other pressures emerge: the need to alter a report to qualify for a publication subsidy, for example.

Then there are the universities which see research as part of the essential role of the academic, but where it is accorded only left-over time, left over from teaching and administration, and where research workers are accorded low status, reflected in the fact that they are made to share offices and/or move offices frequently. The most prestigious university posts are in teaching and administration, not in research. One would like to see this discussion pushed further. Research professors are hardly found unless funded by non-University Grants Committee money. There are increasing tendencies to measure university competence by the number of undergraduates turned out with the money provided. Along with this goes increasing reliance on outside money for research. Reasons such as these, rather than the jealousy which suggests in a footnote, explain the tenuous position of research. But the universities cannot survive as teaching institutions, transmitting higher education unless there is a continual flow of new knowledge and new research material. The teachers themselves need to be close to or involved in this process if they are to transmit living knowledge. Why can we not have tenured posts where the task is 25 per cent teaching and 75 per cent research, just as we have them the other way round? Why is the UGC so separate from the Social Science Research Council? Could they not get together to ensure that research-teaching links? What does it mean for teaching and research to be perhaps a way of disseminating the results of research?

Platt's evidence shows clearly the invasion of the research process by the dominant hierarchical values of our society in ways that often seem deleterious. The values operate through the behaviour of individuals whose main aim is to "get on" and through structures which do not make the achievement of those goals consistent with the achievement of the research goals. We cannot say from Platt's evidence whether or when this produces "good" or "bad" research, or even what kind of research it produces. What her findings point to is the need to ask another question: namely, since the kind of society we have (including sponsors, funding bodies and institutions of higher education) sets external constraints upon the research process and, at the same time, affects the internal arrangements of that process, what meaning does this have for the kind of knowledge we gain and transmit?

Margaret Stacey
Leader comment, facing page

of which the force of an utterance is communicated and understood, or better perhaps, negotiated. The ethnomethodologists favoured by Wootton conceive of the investigation as an attempt to construct a set of rules which would replicate the competence exhibited in this regard by native speakers. He has some misgivings about the methodological claims made for their enterprise but is in general sympathetic.

The claim that only ethnomethodology fully grasps the extent of the semantic problem is bolstered in a penultimate chapter which deals with sociological work on language and class and on the vocabulary of motivation. Wootton tries to show that in such case sociologists have been careless about the semantic aspects of their task, neglecting in particular the problem of classifying utterances by their context. He might as well say that you do not adopt ethnomethodological solutions.

The modesty of Wootton's claim is a disappointing feature of this book, however the incidental pursuit of the work to survey certain literature might justify being regarded as its central one. In this light the book can be recommended as a brief, and in this way useful, guide to certain debates about language.

Philip Pettit

Perceiving Women

Edited by SHIRLEY ARDENER
Perceiving Women is an important step towards establishing a social anthropology of women. Fascinating reading and, in its careful documentation of beliefs and practices, is a welcome antidote to the swelling literature of the women's movement. *New Society* £8.95.

Sociotechnics

Edited by A. B. CHERNS
Despite the empirical tradition of British social science and the social science to which most governments and political parties are committed, there has been little of a systematic approach to the problems of knowledge and methods, especially ethics in bringing about social change. These papers were given at the recent Loughborough conference of the International Sociological Association, where social scientists from the UK, USA, Poland, the Netherlands and Scandinavia met to discuss the use of the social sciences in the solution of social problems or in the design of social institutions. (February) £13.50.

Psychological Testing

The measurement of intelligence, ability and personality
PAUL KLINE

A leading psychologist describes and assesses psychological testing and its use. He also takes a critical look at the concepts and assumptions used by psychologists and others who apply the various kinds of tests. £4.75

SOCIAL POLICY AND CITIZENSHIP

Julia Parker
hardcover £4.95 paperback £2.95

THE DEVANT IMAGINATION

Geoffrey Pearson
hardcover £7.95 paperback £2.95

HUMAN BEHAVIOUR AND WORLD POLITICS

A TRANSDISCIPLINARY INTRODUCTION
Ralph Pettman
hardcover £7.95 paperback £3.95

CAPITALISM IN CRISIS

A. Gamble and P. Walton
hardcover £8.95 paperback £3.95

WORK AND WELFARE IN BRITAIN AND THE U.S.A.

Bruno Stein
£7.95

THE NOVEL AND REVOLUTION

Alan Swingewood
hardcover £7.95 paperback £4.95

MARX AND MODERN SOCIAL THEORY

Alan Swingewood
hardcover £6.95 paperback £2.95

Studies in Sociology Series: MARXIST SOCIOLOGY

Tom Bottomore
hardcover £2.95 paperback £1.25

THE ORGANISATION OF CRIME

Mary McIntosh

For further details please write to Anne Calcutt, The Macmillan Press, Little Essex Street, London WC2N 2LP.

MACMILLAN PRESS

BOOKS

An eclectic enigma


Longman

BOOKS



"...suddenly hit out with a vigour and decision that took the enemy completely by surprise." An illustration taken from *You're a Trick*, Arnold A new look at girls' fiction from 1830-1975 by Mary Cadogan and Patricia Craig, published by Gollancz at £6.50.

First reactions

Virginia Woolf: *The Critical Heritage*, edited by Arthur M. J. Gaskin and Alan Macfarlane. Routledge & Kegan Paul, £9.75. ISBN 0 7100 6158 3.

The *Critical Heritage* series now appears to be the most durable of recent ventures in literary-critical publishing. Several new volumes appeared in 1975, and more are promised despite the prevailing economic gloom. The principle of compiling a generous sample of thirty responses to individual writers presumably has a permanent value, future commentators may come to look on these volumes as representative of our time, just as the English Men of Letters series reflected the critical climate of a hundred years ago. What the future historians will note besides the relative anonymity and special appeal of the *Critical Heritage* volumes, will be the loss of confidence in the status of contemporary criticism that the series reflects.

The idea of a critical heritage implies a degree of historical relativism: to study the early reception of a writer is to detract a little from our own naked response. On the other hand, many of the volumes show the gradual, conscious emergence of what we might call modern opinions. Of course, most of this criticism was strictly ephemeral until the *Critical Heritage* editors got to work. As literary contemporaries and specialists, they have been able to select, reduce to size, and repeat of old attitudes, embellished with symbol-busting asides. At best, however, where authors covered in the series are contemporary, their fame depends on reputation, which is far less necessary in the future than in the past.

Favoured by heredity and environment, both Aldous Huxley and Virginia Woolf found an easy path to literary recognition. Later, they watched their fame beginning to slip. The main source of drama in the Woolf volume lies in the novelist's candid attempts to master her own obduracy with her reviews. She is thrown off balance by "Miss B." "come, Cambridge, ordent," who anatomizes her art in *Scrutiny*.

She cannot bring herself to read Wyndham Lewis, fearing (needlessly, of course) that he has the ear of the young in Oxford and Cambridge. The animus of another writer in *Scrutiny* is put down to her "own grievances and retorts to my snubs". Sympathy for Virginia Woolf's own consciousness might be tempered with the realization that she herself had delivered some hard knocks, and spoken as a critic in the name of the intelligent young.

The reviewers come out with cracks from this volume. Virginia Woolf's domestic literary expert-ments were highly accessible while Joyce and Lawrence were still being abused. During the 1930s critical fashion might be against her, but she remained highly respected, and a sense of the merits and limitations of her "imagist" fiction emerged which is still essentially valid. T. S. Eliot wrote in 1941 that "With the death of Virginia Woolf, a whole part of culture is broken". So well had she been accepted and understood. The result is one of the most satisfying and indispensable of the *Critical Heritage* volumes.

With Aldous Huxley it is somewhat different. He was a doubtful candidate for inclusion in the first place. Donald Watt has not concealed the barrage of adverse criticism that Huxley faced after his brilliant early successes, but this collection is, quite simply, far too long.

If there is now, as Watt claims, a Huxley revival, there is surely enough weight of critical discussion to make the volume a useful addition to the series.

Patrick Parrinder

Love and Marriage in the Age of Chaucer. By Henry Ansgar Kelly. Cornell University Press, £8.25. ISBN 0 8014 0881 4.

The Works of Sir John Clanvowe edited by V. J. Scattergood. D. S. Brewer, distributed by Boydell Press, £3.75. ISBN 0 85991 010 5.

In the introduction to *Sir Gawain and the Green Knight* taken from Professor Tolkien's son from his father's notes, it is asserted that the *Gawain-poet's* "major point is the rejection of unchastity and adulterous love, and this was an essential part of the original tradition of *amour courtois*". In making this assertion, Tolkien was following the influential views of his friend C. S. Lewis; but in recent years these views, and the very existence of *amour courtois* as a serious code of behaviour, have been severely questioned by scholars.

II. A. Kelly, in his study of attitudes towards love and marriage in medieval poetry, canon law and mystical writings, brings some powerful new facts to the fore, and to the medieval literary artists are concerned, Kelly shows beyond question that "the opposition between love and marriage was very much a minority view, and was an essential part of the original tradition of *amour courtois*". He writes entertainingly, and offers as a substitute for the code of courtly love invented by nineteenth-century scholars, a code of courtly chivalry: "When one falls in love, one seeks to marry one's beloved, if at all convenient; if not convenient, then one gets along as best one can." Even in Boccaccio and in the *Orlando Furioso*, there was no principle of incompatibility between serious love and marriage, and among the English poets the same is true of Chaucer and Chaucer.

The evidence from canon law is of a somewhat different kind. Kelly demonstrates that clandestine marriage was not uncommon in the Middle Ages, and that while in normal circumstances it was forbidden by the Church, it was not denied to be valid. He argues that medieval poets such as Chaucer would have been convinced that before Christians such marriages were not forbidden, and that with their preference for married love, they would have interpreted many classical accounts of love-affairs as clandestine marriages. This seems possible, but Kelly's application of this theory to Chaucer's major poems is excessively rigid and pedantic. He argues that when, in *The Knight's Tale*, the dying Arcite calls Emelye his wife, this shows that he was content with the marriage but real contract involved in the promise of Emelye to marry him. Kelly points out, Arcite later "urges Emelye to marry Palamon" if that ever ye shul ben

a wyf," we surely cannot be meant to take the earlier reference literally; and indeed, it derives its poignancy from the very fact that Emelye is not Arcite's wife.

Kelly's interpretation of *Troilus and Criseyde*, which forms the core of his book, seems still more dubious. Briefly, his argument is that Chaucer, in order to make his major love-story concern a legitimate love, turned Troilus and Criseyde into a clandestinely married couple, borrowing this device not from his main source, but from another poem of Boccaccio's, the *Filocolo*, into which Boccaccio had himself introduced clandestine marriage. How does it come about, then, that for the past six centuries nobody has apparently noticed this crucial element in Chaucer's poem? It is here that Kelly's argument is at its weakest. He argues that Chaucer would have made his marriage status explicit. Having solved one problem by marrying his hero and heroine, Chaucer thereby landed himself in another—for if they are married their enforced separation becomes inexplicable. Kelly's argument is so extreme that it drives away the cuckoo by throwing stones at it when it utters its distressing heresies. But, as in the case of the poet, he is attempting to do himself. Kelly's argument, despite his old age, indeed, devotion is so extreme that it drives away the cuckoo by throwing stones at it when it utters its distressing heresies. But, as in the case of the poet, he is attempting to do himself. Kelly's argument, despite his old age, indeed, devotion is so extreme that it drives away the cuckoo by throwing stones at it when it utters its distressing heresies. But, as in the case of the poet, he is attempting to do himself.

The final section of Kelly's book turns to medieval mystical writings, and taking St Bernard and Richard Rolle as his chief examples, shows how far the mystics went in their rejection of marriage. Kelly's argument is a particularly valuable insight, and I wish Kelly had developed it still further. Rolle's many statements about love in the *Incomparabilis Amoris* would have been convincing that before Christians such marriages were not forbidden, and that with their preference for married love, they would have interpreted many classical accounts of love-affairs as clandestine marriages. This seems possible, but Kelly's application of this theory to Chaucer's major poems is excessively rigid and pedantic. He argues that when, in *The Knight's Tale*, the dying Arcite calls Emelye his wife, this shows that he was content with the marriage but real contract involved in the promise of Emelye to marry him. Kelly points out, Arcite later "urges Emelye to marry Palamon" if that ever ye shul ben

A. C. Scattergood

Major and minor poets

Major and Minor Poets. Edited by Graham Martin and P. N. R. Brown. Oxford University Press, £4.00. ISBN 0 355 05117 0.

The editors of this book report that they designed it as a teaching text for an Open University course on twentieth-century poetry, and that it derives its name from the book. But they also feel that the book is sufficiently interesting and useful to be offered to readers who are not Open University students and I am sure they are right. The book is a collection of poetry in English, with a few American throw-ins, and an even smaller bit of foreign verse, such as the *Unlabeled Poems* of Hardy.

The first part is concerned with general topics in the discussion of modern poetry: metaphor, image, and the poet's imagination, symbolism, ambiguity, romanticism, and classicism, meaning, intention, tradition, *vers libre*, nature, belief, and the question of the poet's role. The second part deals with individual poets. The major figures here are Hardy, Pound, Yeats and Eliot. The editors feel that Hardy has not found his ideal critic, and they are puzzled by the situation. It is obvious that the editors are not Hardy's best friends. The book is a collection of poetry in English, with a few American throw-ins, and an even smaller bit of foreign verse, such as the *Unlabeled Poems* of Hardy.

but I agree that there is work to be done now that Donald Proulx has done his. *Thomas Hardy* and *Thomas Hardy* are both good. For more recent poets the book concentrates on Auden, Pound, and Ted Hughes, with Robert Lowell and Sylvia Plath. The critics in this part include John Prynne, Christopher Reid, and John Prynne. The book is a collection of poetry in English, with a few American throw-ins, and an even smaller bit of foreign verse, such as the *Unlabeled Poems* of Hardy.

Dennis Donoghue

Comrades

Yugoslavia and the Soviet Union 1939-1973: A Documentary Survey edited by Stephen Clossold. Oxford University Press for the Royal Institute of International Affairs, £10.00. ISBN 0 19 218315 X.

It is appropriate that this survey should appear at a time when Yugoslav leaders are again expressing concern at Soviet support for the activities of groups of neo-Communists within their country. Throughout the period of existence of the Yugoslav state, real or imagined fears concerning Soviet designs towards it have caused Yugoslav leaders to act warily. Geopolitical realities and historical experiences provide a background to the periodic oscillations between open enmity and excessive protestations of brotherhood which have characterized the relations between the two countries. Between these extremes an attitude of cautious mistrust has frequently prevailed on both sides.

The 238 documents which occupy the last 200 pages of this book are a mixture of extracts from Yugoslav state and party archives; British, American and United Nations papers; quotations from *Pravda*, *the Soviet Press*; and passages from speeches, books and articles by Yugoslav leaders. Most of the material has been published before, some of it by Charles House under the title *Soviet-Yugoslav Dispute* (1948). It is useful, however, to have it all together in English, and preceded by a 90-page commentary written by the editor, Stephen Clossold, whose knowledge of the period is based on personal experience as well as on scholarly research.

Unfortunately the quality of the material included in the documentary section and in the extensive introduction to the editorial introduction is uneven. This is why the book is as both the Soviet Union and Yugoslavia are careful about what they release from their archives for the scrutiny of scholars. Thus, in the case of original documents the editor has often had to rely on accounts of important events which have appeared in memoirs by men like Djalil, Djedjic, Vukmanovic, Pljadic, and in the controversial work *Khrushchev Remembers*.

The reader who wishes to check the sources must be constantly turning the pages from the editor's text to a footnote, then to a numbered document and finally to the source notes at the end of the book. It would have eliminated one stage in the tedious process if the sources of the documents appeared at the foot of each extract.

Still, the book provides valuable background to our understanding of the turbulent course of Soviet-Yugoslav relations. The first section covers the establishment of diplomatic relations between the Royalist government and the USSR in June 1940, the coup d'état of March 1941, and the subsequent German invasion and the relations between Stalin and the Partisans during the war. The wartime documents hint at the later controversies which erupted in 1948. The traumatic effect of the expulsion from the Cominform in 1948, already well documented elsewhere, is given its due importance. The final section, 'Post-Stalin rapprochement, Recall and Non-alignment', begins with Khrushchev's dramatic apology to Tito in 1955, and ends with the so-called Brezhnev Doctrine of 1968. The documents end in 1973, when the two sides were discussing co-operation in peace and party levels to peace and socialism. The footnotes, however, contain references to the late 1970s. The book is a collection of poetry in English, with a few American throw-ins, and an even smaller bit of foreign verse, such as the *Unlabeled Poems* of Hardy.

F. B. Singleton

BOOKS

That man from Simbirsk

On Socialist Democracy by Roy A. Medvedev. Macmillan, £12.00. ISBN 333 14995 5.

Dissent in the USSR: Politics, Ideology and People edited by Rudolf T. Tükes. Johns Hopkins University Press, £7.75. ISBN 0 8018 1661 0.

One day, not too long after the Russian Revolution, Vladimir Ilich Lenin was sitting at his desk in the Kremlin, at work on another decree for the Soviet Government. At that moment the door opened, and his faithful secretary Poteyev ushered in three bedraggled peasants who had come up from the provinces to ask for help. Vladimir Ilich, in spite of his immense administrative burdens, always tried to find time for meeting simple folk.

"Welcome comrades," he said, his face lighting up with a kind smile. "My secretary tells me you are peasants from Yaroslavl." "Yes, Vladimir Ilich," was the timid reply. (One of the three suppressed a vodka-laden belch.) "Poor peasants?" asked Lenin. "No, Vladimir Ilich." "Middle peasants, then?" "Not really," was the reply. "Ah," said Lenin, in the same benign tone, "rich peasants, kulaks!" "Yes, Vladimir Ilich," they said, somewhat reassured by his personal warmth, "rich peasants!"

Lenin, as relaxed as ever, turned and picked up the telephone. "Is comrade Dzhigalinski there?" "Send him along to my office, will you. I have three kulaks from Yaroslavl here, and I want them shot immediately."

This story, apocryphal though it may be, illustrates the bitter humour of recent Moscow Leninism and has its own relevance to critical literature.

Lenin, as relaxed as ever, turned and picked up the telephone. "Is comrade Dzhigalinski there?" "Send him along to my office, will you. I have three kulaks from Yaroslavl here, and I want them shot immediately."

The views of Coates and his contributors are all critical of the Russian which Lenin did so much to create, but they are divided in their attitude to the leader himself and to the value of his ideas. Mr Roy Medvedev, Mr Ken Coates and his left-wing contributors apparently admire the strange little man from Simbirsk. They believe that Russia's present ills stem from a rejection of his principles by unworthy successors (or an inability to apply them properly). Professor Tükes's group are, on the other hand, less likely to be upset by anti-Lenin jokes.

Medvedev is well known as a courageous Soviet dissident and a incisive historian of the Stalinist purges. *On Socialist Democracy* is a much more theoretical work, mainly concerned to analyse the failings of the Soviet system—its economy, political structure, local government, justice, police and the restrictions it imposes on freedom of speech, the press and movement. By and large he proposes non-violent democratization of existing institutions so as to make Russia, ultimately, a freer place. He believes that a Marxist-Leninist party, helped by others, could provide a healthy foundation for Soviet political life and even set an example to be followed by workers of other lands.

For all its interesting ideas this book is far less valuable than Medvedev's historical writing. Much of what he says has long been part of western scholarship on Russia. Most of his suggestions for change would be totally unacceptable to any foreseeable Soviet leadership and of questionable use in the long run. Medvedev's belief, albeit cautious, in the humanitarian core of Leninism will strike most readers as naïve; and it is not, as the anecdote implies, shared by all his fellowcountrymen. His repeated insistence on the development potential of Marxist-Leninist thought may be at least partly explicable in terms of his relative isolation from critical literature.

Mervyn Matthews

Isolated radical within the party

Rosa Luxemburg: A Reappraisal by Lello Basso. Translated by Douglas Parmée. Deutsch, £3.50. ISBN 0 233 96638 2.

It is a pity that Lello Basso's work has only just become available to English readers, eight years after the appearance of the original Italian edition. In the intervening period a great deal of Luxemburg's work has appeared in translation and much has been written about this Polish revolutionary, thus discrediting the work's claim to constitute a "reappraisal". It is true that Basso launches successful attacks against both the social-democratic interpretation of Luxemburg which concentrates on her opposition to Bolshevism and against Bolshevism itself, but his criticisms remain dogmatically attached to the pronouncements of Lenin. Indeed, he makes a plausible case for the contemporary relevance of her ideas. But in doing so he says little that is new.

Despite this, Basso does offer a clear account of the major aspects of Luxemburg's contribution to Marxist theory and emphasizes her original approach to the problems of revolutionary politics. Following Lukács he argues that the central theoretical concept was that of "totality", i.e. that she always treated the day-to-day practice of working-class politics and the ultimate goal of socialist revolution as parts of a single process. Thus Luxemburg not only decried the concentration of some of her colleagues on the parliamentary pro-

cess and the winning of short-term economic gains; she also objected to those who concentrated on the politics of revolutionary violence to the exclusion of the daily struggles of the proletariat. For her economic and political action could not be separated artificially: the Russian Revolution of 1905 had demonstrated how one can easily find the other in a revolutionary situation. Luxemburg's theory of the party was a logical outcome of this. In consequence Luxemburg could not accept Lenin's theory of party organization, based as it was on the belief that the proletariat could only achieve revolutionary consciousness as a result of a message brought to it from outside the problems of daily working-class experience; and this was why she ascribed such importance to the general strike as a mechanism whereby the proletariat went through a process of self-education.

Having said this, however, Basso avoids the mistake of attributing to her a heretical theory of "spontaneity" which precluded any active role for a political party. On the contrary, the party was to anticipate events and help the proletariat comprehend the historical necessity that bound its fate indissolubly to social revolution, although it would be leading it to a central committee. He also sees that the last weeks of Luxemburg's life, the days of revolution in Germany, saw her become far more conscious of the need for some form of central direction and that Luxemburg's opposition to some forms of organization and strict discipline can only be understood as a reaction against the bureaucratic spirit that domin-

ated the German Social Democratic Party of which she was a member. If Basso's account of Luxemburg's thought is in the main cogent and accurate, it none the less suffers on occasion from a lack of understanding of the "dissent" means in the context of Soviet reality. Despite its shortcomings this is the most interesting of the three volumes.

This is true, for example, of Basso's discussion of the theory of imperialism, at which point his treatment of this economic analysis is very weak. A further problem of an occasionally ahistorical approach is that Basso, like so many of Luxemburg's biographers, never comes to terms with the fact that her position in the German labour movement was from beginning to end one of isolation, a position not shared by all radicals in the movement. Thus it will not do to talk simply of "integrated" workers and a conservative labour bureaucracy at the one hand and potential revolutionary elements on the other. The fact is that much as she talked of the mutual interaction of party and class, Rosa Luxemburg never developed in theory or in practice the concept that would have made such interaction possible, unlike for example the revolutionary left in Britain. This falling is simply not discussed by Basso, much as he offers a stimulating case for Luxemburg's theory and its contemporary relevance.

Richard Geary

Russo-Finnish

Finland and Russia, 1808-1920: From Autonomy to Independence edited by D. G. Kirby. Macmillan, £10.00. ISBN 333 16905 0.

Dr Kirby has compiled and translated a collection of documents and documentary extracts on Russo-Finnish relations in the nineteenth and early twentieth centuries. The collection contains extracts from public documents such as the Charter of Alexander (1809), as well as extracts from political tracts such as the "February" manifesto (1899) and the "Red" manifesto (1905). Personal views among them those of Lenin, Borodkin, Shellman and Ziliakus are well-represented. Overall the book gives a comprehensive picture of Russo-Finnish relations.

In 1808 Russian troops invaded Finland. Finland was then a province of Sweden, whose defeat rapidly followed, and in 1809 a constitutional assembly met at Porvoo to discuss the future of the Grand Duchy. Despite all subsequent attempts by Finnish constitutionalists to establish the calling of the Diet had conferred statehood on Finland, it is plain that as far as Alexander I was concerned Finland was just another province of his empire. The Tsar, however, did recognize the peculiar character of his new acquisition by establishing a special government council.

Finland is important in this period because it provides a clear example of the strains which were affecting the nineteenth-century Russian Empire. Tsars were incapable of pursuing consistent policies in their western provinces, Poland and Finland, and the future Baltic States, as they were in ethnically Russian territory. All the forms of the classic Russian struggle 1905-17 can be found in Finnish history of the nineteenth and early twentieth century.

Among those wanting reform were men whose social status inclined them to a relatively conservative view of autonomy. The failure of the Russian government to respond to this "moderate" nationalism gradually led to the radicalization of the movement and the growth of revolutionary cells. By 1904 Konni Ziliakus was seeking to incorporate the Finnish movement into an international revolutionary framework. Indeed the folly of the St Petersburg government in trying to suppress the influence of Finnish language and culture led to widespread unrest which only encouraged nationalism and revolution. In 1899 even Sibellius's *Finlandia* was banned by the insensitive Governor-General Bobrikoff. Russian rule became detested and by a tiny minority, and was the object of contempt and protest even from her allies. It is hardly surprising that Finland played a major part in the revolutionary turmoil of 1905-17. Only in 1920 was a peaceful relationship established and the independence of Finland confirmed.

Kirby's choice of documents is excellent and his commentary on them admirable; he has, in consequence, illuminated some of the darker places in both Finnish and Russian history, as well as making essential documents available to the historian.

Paul Hayes

PIAGET

Now available
PIAGET, EDUCATION AND TEACHING
D. W. McNally
Presenting Piaget's theory in terms that can be understood by a student making an initial study of Piaget in psychology or education.
Hardcover, £2.95
Harvester Press,
2, Stanford Terrace,
Hemel Hempstead, Bucks.

Appointments wanted
Other classifications
Awards
Announcements
Exhibitions
For Sale and Wanted
Courses
Holidays and Accommodation
Typing and Duplicating

کتابخانه

Universities continued

UNIVERSITY OF
CAPE COAST - GHANA

Applications are invited from suitably qualified persons for the following posts:

A. DEPARTMENT OF CURRICULUM
STUDIES:

1. Lecturer in Economics Methods.
2. Lecturer in History Methods.
3. Lecturer in Geography Methods.
4. Lecturer in Religious Studies Methods.

B. DEPARTMENT OF BOTANY:

1. Senior Lecturer/Lecturer/Assistant Lecturer in Botany.

C. CENTRE FOR DEVELOPMENT STUDIES:

1. Regional Development Planner (Research Fellow).
2. Physical Planner (Junior Research Associate).
3. Research Methodologist/Statistician (Research Fellow).

D. DEPARTMENT OF GEOGRAPHY:

1. Lecturer in Biogeography.
2. Lecturer in Settlement Geography.
3. Lecturer in Cartography and Surveying.

E. DEPARTMENT OF HISTORY:

1. Lecturer in American History.

F. DEPARTMENT OF RELIGIOUS STUDIES:

1. Lecturer in New Testament/Old Testament.
2. Lecturer in Religious Ethics.
3. Lecturer in Contemporary Theology.

G. DEPARTMENT OF FRENCH:

1. Professor of French.

H. DEPARTMENT OF CLASSICS:

1. Professor/Associate Professor (Head of Department).
2. Lecturer/Assistant Lecturer (Ancient History, Philosophy or Literature).

I. DEPARTMENT OF SOCIOLOGY:

1. Senior Lecturer/Lecturer (Social Psychology or Social Anthropology or Sociology of Religion, etc.).

J. DEPARTMENT OF ECONOMICS:

1. Professor/Associate Professor.
2. Senior Lecturer (Econometrics/Theory and Mathematics).

K. DEPARTMENT OF CHEMISTRY:

1. Lecturer in Physical Chemistry.
2. Lecturer in Inorganic Chemistry.
3. Lecturer in Organic Chemistry.

L. DEPARTMENT OF ZOOLOGY:

1. Lecturer in Marine Biology and Fisheries.
2. Lecturer in Parasitology.
3. Lecturer in Mammalogy and Wildlife Management.

M. SCHOOL OF AGRICULTURE:

1. Lecturer in Soil Science.
2. Lecturer in Crop Science.

N. INSTITUTE OF EDUCATION:

1. Lecturer in Mathematics Education.
2. Lecturer in Language Arts.
3. Lecturer in Home Science Education.
4. Lecturer in Science Education.
5. Lecturer in Elementary Education.

SALARY SCALES:

1. Professor: C10,104.00 per annum.
2. Associate Professor: C6,348.00 per annum.
3. Senior Lecturer: C7,100 x C200 - C6,700 per annum.
4. Lecturer/Research Fellow: C4,900 x C200 - C5,100.00 per annum.
5. Assistant Lecturer/Asst. Research Fellow: C3,200 x C120 - C3,150.00 p.a.
6. Junior Research Associate/Demonstrator: C2,000 x C150 - C4,150.00 p.a.
7. Research Assistant Grade 1: C2,100 x C80 - C2,320.00 p.a.

(At current rates of exchange £1=C2.35)

Other benefits include education allowance for children, car maintenance allowance, subsidised accommodation and in certain cases for free British supplementary in range £702-£3,242 depending on grade and marital status.

Application forms are obtainable from the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, to whom completed forms (7 copies) specifying the type of appointment desired should be returned not later than 28th February 1976.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

For further information, please contact the Overseas Representative, Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG, or the Universities of Ghana Office, 15 Gordon Square, London WC1H 0AG.

AUSTRALIA

MACQUARIE UNIVERSITY

Sydney

Applications are invited for

the following posts:

1. Lecturer in Economics Methods.

2. Lecturer in History Methods.

3. Lecturer in Geography Methods.

4. Lecturer in Religious Studies Methods.

5. Lecturer in Social Science Methods.

6. Lecturer in Law Methods.

7. Lecturer in Medicine Methods.

8. Lecturer in Engineering Methods.

9. Lecturer in Agriculture Methods.

10. Lecturer in Arts Methods.

11. Lecturer in Science Methods.

12. Lecturer in Business Methods.

13. Lecturer in Education Methods.

14. Lecturer in Health Sciences Methods.

15. Lecturer in Environmental Studies Methods.

16. Lecturer in International Studies Methods.

17. Lecturer in Development Studies Methods.

18. Lecturer in Peace Studies Methods.

19. Lecturer in Human Rights Methods.

20. Lecturer in Gender Studies Methods.

21. Lecturer in Disability Studies Methods.

22. Lecturer in Aging Studies Methods.

23. Lecturer in Childhood Studies Methods.

24. Lecturer in Family Studies Methods.

25. Lecturer in Community Studies Methods.

26. Lecturer in Social Policy Methods.

27. Lecturer in Social Work Methods.

28. Lecturer in Social Services Methods.

29. Lecturer in Social Administration Methods.

30. Lecturer in Social Research Methods.

31. Lecturer in Social Statistics Methods.

32. Lecturer in Social Psychology Methods.

33. Lecturer in Social Anthropology Methods.

34. Lecturer in Social Geography Methods.

35. Lecturer in Social History Methods.

36. Lecturer in Social Science Theory Methods.

37. Lecturer in Social Science Research Methods.

38. Lecturer in Social Science Education Methods.

39. Lecturer in Social Science Communication Methods.

40. Lecturer in Social Science Policy Methods.

41. Lecturer in Social Science Practice Methods.

42. Lecturer in Social Science Evaluation Methods.

43. Lecturer in Social Science Development Methods.

44. Lecturer in Social Science Innovation Methods.

45. Lecturer in Social Science Transformation Methods.

46. Lecturer in Social Science Liberation Methods.

47. Lecturer in Social Science Emancipation Methods.

48. Lecturer in Social Science Empowerment Methods.

49. Lecturer in Social Science Participation Methods.

50. Lecturer in Social Science Collaboration Methods.

51. Lecturer in Social Science Partnership Methods.

52. Lecturer in Social Science Solidarity Methods.

53. Lecturer in Social Science Justice Methods.

54. Lecturer in Social Science Equity Methods.

55. Lecturer in Social Science Inclusion Methods.

56. Lecturer in Social Science Exclusion Methods.

57. Lecturer in Social Science Marginalisation Methods.

58. Lecturer in Social Science Centralisation Methods.

59. Lecturer in Social Science Decentralisation Methods.

60. Lecturer in Social Science Globalisation Methods.

61. Lecturer in Social Science Localisation Methods.

62. Lecturer in Social Science Internationalisation Methods.

63. Lecturer in Social Science Transnationalisation Methods.

64. Lecturer in Social Science Multinationalisation Methods.

65. Lecturer in Social Science Subnationalisation Methods.

66. Lecturer in Social Science Supranationalisation Methods.

67. Lecturer in Social Science Transnationalisation Methods.

68. Lecturer in Social Science Multinationalisation Methods.

69. Lecturer in Social Science Subnationalisation Methods.

70. Lecturer in Social Science Supranationalisation Methods.

71. Lecturer in Social Science Transnationalisation Methods.

72. Lecturer in Social Science Multinationalisation Methods.

73. Lecturer in Social Science Subnationalisation Methods.

74. Lecturer in Social Science Supranationalisation Methods.

75. Lecturer in Social Science Transnationalisation Methods.

76. Lecturer in Social Science Multinationalisation Methods.

77. Lecturer in Social Science Subnationalisation Methods.

78. Lecturer in Social Science Supranationalisation Methods.

79. Lecturer in Social Science Transnationalisation Methods.

80. Lecturer in Social Science Multinationalisation Methods.

81. Lecturer in Social Science Subnationalisation Methods.

82. Lecturer in Social Science Supranationalisation Methods.

83. Lecturer in Social Science Transnationalisation Methods.

84. Lecturer in Social Science Multinationalisation Methods.

85. Lecturer in Social Science Subnationalisation Methods.

86. Lecturer in Social Science Supranationalisation Methods.

87. Lecturer in Social Science Transnationalisation Methods.

88. Lecturer in Social Science Multinationalisation Methods.

89. Lecturer in Social Science Subnationalisation Methods.

90. Lecturer in Social Science Supranationalisation Methods.

91. Lecturer in Social Science Transnationalisation Methods.

92. Lecturer in Social Science Multinationalisation Methods.

93. Lecturer in Social Science Subnationalisation Methods.

94. Lecturer in Social Science Supranationalisation Methods.

95. Lecturer in Social Science Transnationalisation Methods.

96. Lecturer in Social Science Multinationalisation Methods.

97. Lecturer in Social Science Subnationalisation Methods.

98. Lecturer in Social Science Supranationalisation Methods.

99. Lecturer in Social Science Transnationalisation Methods.

100. Lecturer in Social Science Multinationalisation Methods.

101. Lecturer in Social Science Subnationalisation Methods.

102. Lecturer in Social Science Supranationalisation Methods.

103. Lecturer in Social Science Transnationalisation Methods.

104. Lecturer in Social Science Multinationalisation Methods.

105. Lecturer in Social Science Subnationalisation Methods.

106. Lecturer in Social Science Supranationalisation Methods.

107. Lecturer in Social Science Transnationalisation Methods.

108. Lecturer in Social Science Multinationalisation Methods.

109. Lecturer in Social Science Subnationalisation Methods.

110. Lecturer in Social Science Supranationalisation Methods.

111. Lecturer in Social Science Transnationalisation Methods.

112. Lecturer in Social Science Multinationalisation Methods.

113. Lecturer in Social Science Subnationalisation Methods.

114. Lecturer in Social Science Supranationalisation Methods.

115. Lecturer in Social Science Transnationalisation Methods.

116. Lecturer in Social Science Multinationalisation Methods.

117. Lecturer in Social Science Subnationalisation Methods.

118. Lecturer in Social Science Supranationalisation Methods.

119. Lecturer in Social Science Transnationalisation Methods.

120. Lecturer in Social Science Multinationalisation Methods.

121. Lecturer in Social Science Subnationalisation Methods.

122. Lecturer in Social Science Supranationalisation Methods.

123. Lecturer in Social Science Transnationalisation Methods.

124. Lecturer in Social Science Multinationalisation Methods.

125. Lecturer in Social Science Subnationalisation Methods.

126. Lecturer in Social Science Supranationalisation Methods.

127. Lecturer in Social Science Transnationalisation Methods.

128. Lecturer in Social Science Multinationalisation Methods.

129. Lecturer in Social Science Subnationalisation Methods.

130. Lecturer in Social Science Supranationalisation Methods.

131. Lecturer in Social Science Transnationalisation Methods.

132. Lecturer in Social Science Multinationalisation Methods.

133. Lecturer in Social Science Subnationalisation Methods.

134. Lecturer in Social Science Supranationalisation Methods.

135. Lecturer in Social Science Transnationalisation Methods.

136. Lecturer in Social Science Multinationalisation Methods.

137. Lecturer in Social Science Subnationalisation Methods.

138. Lecturer in Social Science Supranationalisation Methods.

139. Lecturer in Social Science Transnationalisation Methods.

140. Lecturer in Social Science Multinationalisation Methods.

141. Lecturer in Social Science Subnationalisation Methods.

142. Lecturer in Social Science Supranationalisation Methods.

143. Lecturer in Social Science Transnationalisation Methods.

144. Lecturer in Social Science Multinationalisation Methods.

145. Lecturer in Social Science Subnationalisation Methods.

146. Lecturer in Social Science Supranationalisation Methods.

147. Lecturer in Social Science Transnationalisation Methods.

148. Lecturer in Social Science Multinationalisation Methods.

149. Lecturer in Social Science Subnationalisation Methods.

150. Lecturer in Social Science Supranationalisation Methods.

151. Lecturer in Social Science Transnationalisation Methods.

152. Lecturer in Social Science Multinationalisation Methods.

153. Lecturer in Social Science Subnationalisation Methods.

154. Lecturer in Social Science Supranationalisation Methods.

155. Lecturer in Social Science Transnationalisation Methods.

156. Lecturer in Social Science Multinationalisation Methods.

157. Lecturer in Social Science Subnationalisation Methods.

158. Lecturer in Social Science Supranationalisation Methods.

159. Lecturer in Social Science Transnationalisation Methods.

160. Lecturer in Social Science Multinationalisation Methods.

161. Lecturer in Social Science Subnationalisation Methods.

162. Lecturer in Social Science Supranationalisation Methods.

163. Lecturer in Social Science Transnationalisation Methods.

164. Lecturer in Social Science Multinationalisation Methods.

165. Lecturer in Social Science Subnationalisation Methods.

166. Lecturer in Social Science Supranationalisation Methods.

167. Lecturer in Social Science Transnationalisation Methods.

168. Lecturer in Social Science Multinationalisation Methods.

169. Lecturer in Social Science Subnationalisation Methods.

170. Lecturer in Social Science Supranationalisation Methods.

171. Lecturer in Social Science Transnationalisation Methods.

172. Lecturer in Social Science Multinationalisation Methods.

173. Lecturer in Social Science Subnationalisation Methods.

174. Lecturer in Social Science Supranationalisation Methods.

175. Lecturer in Social Science Transnationalisation Methods.

176. Lecturer in Social Science Multinationalisation Methods.

177. Lecturer in Social Science Subnationalisation Methods.

178. Lecturer in Social Science Supranationalisation Methods.

179. Lecturer in Social Science Transnationalisation Methods.

180. Lecturer in Social Science Multinationalisation Methods.

181. Lecturer in Social Science Subnationalisation Methods.

182. Lecturer in Social Science Supranationalisation Methods.

183. Lecturer in Social Science Transnationalisation Methods.

184. Lecturer in Social Science Multinationalisation Methods.

185. Lecturer in Social Science Subnationalisation Methods.

